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ABSTRACT

Results of a project that included two surveys of existing student personnel instructional programs in community colleges across the nation and a State-wide workshop in the area of student personnel services (SPS) instructional programs are provided. The project report contains the following sections: 1. Introduction; II. History of the Project; III. Project Objectives; IV. Rationale-Survey of the Literature; V. Results of Surveys; VI. Planning of Workshop; VII. Conducting the Workshop; VIII. Workshop Program; IX. Workshop Evaluation; and X. Conclusion--Project's Impact. Five appendices provide: Summary of Survey Instrument 1, Summary of Survey Instrument 2, Materials Distributed at Workshop, Participants' Plans for Action, and Participants' Evaluation. It is felt that this report should serve as a useful guide to any college wishing to develop or improve an instructional program related to SPS. (Several pages may be light.) (DB)

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HUMAN DEVELOPMENT INSTRUCTION FOR CAREER STUDENTS IN THE COMMUNITY COLLEGE:

AN EXPLORATORY STUDY

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and Jerry Wesson

DEVELOPED JOINTLY BY

The Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency

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ONE

INTRODUCTION

I. INTRODUCTION

Community colleges have grown tremendously in size and number over the past decade. In a 100-mile radius of Dallas, Texas, alone, 20 community colleges are in operation. Sixty serve the state of Texas, and latest reports from the American Association of Community and Junior Colleges show there were 1,111 in 1971. Projections for 1972 are as high as 1,218 community colleges.

What is the reason for this surge in growth? A report recently published by the United States Office of Education provided one answer. Editor of the report, Terry O'Banion, termed the community college "The People's College" and described it as an educational entity designed to meet the needs of a diverse student population.

Community colleges have answered the challenge of providing a wide choice of educational offerings to meet the needs and demands of the communities they serve -- from college-parallel courses to technical/occupational and continuing education. Even more important is the community college's ability to rapidly change curriculum offerings as community, industry and student needs and demands change.

Because the community college serves such a diverse student population, the need to relate its student body to the educational environment is even more strongly felt.

As a result, many community colleges have developed unique vehicles to reach the student and help him relate not only to the college but to himself and how he fits into his community. Meeting these personal and career counseling needs of students normally falls into the realm of student personnel services (SPS). The need and importance of these services has increased in recognition as a vital activity of the community college.

How have SPS workers responded to their challenge? The primary goal of this project was to not only answer that question but to bring community college personnel together to find new answers and directions for their services.

The following chapters will discuss the history of the project, how it was conducted, and its outcomes.

TWO

HISTORY OF PROJECT

II. HISTORY OF PROJECT

Student personnel services (SPS) have been a somewhat "questionable" entity in many institutions of higher learning -- questionable as to what role they should play, how they should "play" that role, and what effect, if any, they should have on instruction.

The unfortunate result in many colleges is that SPS has been pushed into a corner, somewhat frowned upon or under suspicion of instructional divisions. More positive results have been the integration of SPS into the total college operation -- integration that is crucial if any division of any college meets its reason for being.

Because El Centro College of Dallas County Community College District believed it had found one answer to integrating SPS and instruction -- an answer that also resulted in a more viable approach to SPS -- the desire to share that approach and also find out what's really happening in other colleges led to the initiation of this project.

Prior to this time, no national or state-wide study of the status and scope of SPS instructional programs had been done. All writing in this area had been on theory rather than practice. Were people really "practicing what they preached?" was one question that needed an answer.

Even more positive was the hope that through a study of existing programs and a workshop to build on the results of the findings, communication between SPS workers would begin. Many exciting innovations have taken place. Sharing of these innovations, current techniques, and future goals was the primary function of this project.

In the following chapters, the results of two national surveys ascertaining the status of SPS instructional programs will be shared. In addition, reports on workshop activities and outcomes will be included.

In essence, this writing should reflect the scope and status of instructional programs linked to SPS, how these programs can affect the impact of the total college and especially its vocational offerings, methods of implementing these programs, and a futuristic look at possible directions.

THREE

PROJECT OBJECTIVES

III. PROJECT OBJECTIVES

The overall objectives of the project were to survey existing student personnel instructional programs in community colleges across the nation and to conduct a statewide workshop in the area of SPS instructional programs.

Two survey instruments were mailed. The first was used mainly to identify those colleges who offered SPS instructional programs. Those who indicated such offerings were mailed a second instrument.

Specific objectives of the surveys were:

1. To determine the number and content of student personnel instructional programs across the nation.

2. To determine what provisions are made in technical/occupational programs for training in human relations skills.

3. To collect comprehensive data on SPS instructional programs that would provide an informational base for the workshop.

Specific objectives of the workshop were:

1. To bring together individuals in the SPS and technical-occupational (t-o) fields with college personnel interested in developing SPS instructional programs.

2. To synthesize and analyze the findings of the survey through combined group efforts of workshop participants and experts in SPS, t-o programs, and community college curriculum design.

Preparation of this final report was the third integral phase of the project. By inclusion of alternative instructional models, discussion of management problems, methods of financing and staffing, guides to quality control, and "signposts of success," this report should serve as a useful guide to any college wishing to develop or improve an instructional program related to SPS.

FOUR

RATIONALE -- SURVEY OF THE LITERATURE

IV. RATIONALE

SURVEY OF THE LITERATURE

The community college is designed to meet a myriad of needs resulting from a complex student population. Its goals range from providing college parallel courses for transfer students to offering a wide array of technical-occupational courses designed to meet community manpower demands.

Curriculum, then, in the community college must be under constant evaluation and revision. With the complexity and rapidity of change in today's world, new answers and approaches to curriculum design must be sought.

The age-old problem of slow speed of curriculum change continues to hamper educational services. The necessity to speed up that change is echoed by educators and counselors alike.

As Rogers says, "The world is changing at an exponential rate. If our society is to meet the challenge of the dizzying changes in science, technology, communications and social relationships, we cannot rest on the answers provided by the past but must put our trust in the processes by which new problems are met."[1]

Rogers' reference to new processes indicates the need to develop techniques to relate the student to education and his community.

"The typical method of college instruction, which divides the world of knowledge into artificially created segments, often fails to provide the student with an understanding about the world into which he has to fit or with information necessary to meaningfully relate to the various segments of knowledge."[2]

A crucial aspect of general education that a college cannot afford to overlook in any program--especially technical-occupational-- is education in human relation skills.

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[1]"A Plan for Self-Directed Change in an Educational System," Carl R. Rogers, Educational Leadership, 24:p. 717, May, 1967.

[2]Student Personnel Services in Higher Education, R.H. Shaffer and W.D. Martinson, The Center for Applied Research in Education, Inc., New York, 1966, p. 12.

"A way must be found to develop, within the educational system as a whole, and in each component, a climate conducive to personal growth," says Rogers.[3]

Thus, it is apparent that educators must direct curriculum to meeting these human needs of students. A vital component of job success is not simply skills training but human development.

Statistics on jobs lost, however, reveal that many educators must be failing in this area. Johnson reported, "That of 4,000 office and clerical employees discharged from 76 various business organizations, only 10% lost out because of specific skills, while 90% lost their jobs because of considerable character traits."[4]

Human relations skills, in other words, are crucial to vocational success. "The ability to get along has been proven in the realm of industry to be of vast importance. Industry is calling for people who can easily adjust, get along with fellow workers, and are emotionally stable."[5]

Another important factor in making technical-occupational education more adaptable to the student's needs is the speed with which the job market changes. "In view of the rapidity of modern technological change, it's unrealistic and inappropriate to design occupational programs which concentrate exclusively on skill development necessary for initial job entry," says Bartlett.

"Therefore, if the purposes of the occupational program are to be fulfilled adequately, the program should be designed not only to give appropriate attention to general skills development, but also to provide the student with opportunities to develop foundations in such general areas as communications and social awareness," he adds.[6]

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[3]Ibid., Carl R. Rogers, p. 718.

[4]B. Lamar Johnson, Address at Regional Education Laboratory for the Carolinas and Virgina. Selected proceedings of an Inter-Regional Conference of the AAJC Program with Developing Institutions at Florissant Valley College, St. Louis, Sept. 1970.

[5]"Human Relations in the Concept of Education," B.W. Johnson, School and Community, 54:24, Feb., 1968.

[6]Robert Bartlett, Asst. Executive Secretary of the North Central Association of Colleges and Secondary schools, p. 26.

Wiegman brings up a third consideration: "The probability of preparing for more than one kind of job in a working lifetime puts relatively less emphasis on preparation for the specific demands of the first job and more emphasis on the need for general education in occupational education."[7]

Are community colleges adapting curriculum to meet the needs of today's students? Sheldon says not.

"The traditionalism shows itself in junior colleges by the presence of a lock-step curriculum, even when developing programs for semi-skilled trades."[8]

One of today's most prominent educators, Gleazer, sums up the need for "humanizing" t/o instruction by saying, "The tide is obviously running in the direction of our interests. A diversification of education beyond the high school is called for. The society in which we are living is demanding services which can be provided only by a broader spectrum of occupations. The world of occupation is saying to the community colleges of the country -- send us people not only qualified as technicians but as persons."[9]

Dewey speaks not merely to the needs of employers to hire people qualified as persons but to the needs of individuals to find themselves and a meaningful career:

"A vocation means nothing but such a direction of life activities as renders them perceptibly significant to a person . . ."[10]

He goes on to say, "A person must have experience, he must live, if his artistry is to be more than a technical

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[7]General Education in Occupational Education Programs Offered by Junior Colleges, Robert R. Wiegman, the American Association of Junior Colleges, Washington, D.C., 1969, p. 16.

[8]"Occupational Education -- A Touch of Reality," M. Stephen Sheldon, Occupations and Educations in the '70's: Promises and Challenges. One Dupont Circle, N.W., Washington, D.C., p. 18.

[9]"Occupational Education in the Two-Year College," Edmund J. Gleazer, Address and recommendations presented at a conference sponsored by the Midwest Technical Education Center and the American Association of Junior Colleges, May, 1966, p. 12.

[10]Experience and Education, John Dewey, New York: The Macmillan Company, 1938, p. 359.

accomplishment. He cannot find the subject matter of his artistic activity within his art; this must be an expression of what he suffers and enjoys in other relationships -- a thing which depends in turn upon the alertness and sympathy of his interests.

"An occupation is the only thing which balances the distinctive capacity of an individual with his social service. To find out what one is fitted to do and to secure an opportunity to do it is the key to happiness."[11]

The community college, while meeting its goal of providing occupational preparation for a diverse student population -- and incorporating a curriculum flexible and adaptable enough to keep pace with a rapidly changing job market -- must not overlook the need for "human development" of its students.

"Knowledge is humanistic in quality not because it is about human products in the past, but because of what it does in liberating human intelligence and human sympathy. Any subject matter which accomplishes this is humane, and any subject matter which does not accomplish it is not even educational."[12]

Although educators speak loudly and often about the need for "humanizing" education, the fact remains that many institutions of learning continue to overlook the need to establish vehicles that will meet the human needs of students.

Rodgers reminds us that educational change is slow. He names the five stages in the adaption of change as:

(1) awareness
(2) interest
(3) evaluation
(4) trial
(5) adoption[13]

We cannot deny that educators are aware that change is necessary. Many are interested in how to meet the human needs of their students. Others have even gone so far as to evaluate present curriculum and try new approaches to humanizing education. Some have even adopted innovative methods to reaching

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[11]Ibid., p. 360.

[12]Ibid., p. 269.

[13]"Diffusion of Innovation, Everett M. Rodgers, New York: The Free Press of Glencos, 1964, p. 8.

that goal.

The crucial question now is what direction should colleges take. The common answer of colleges in the past has been to relegate the student's human needs to student personnel workers. Although this area of colleges is the most logical to meeting these needs, it often falls short.

O'Banion states that student personnel workers need to become organized and incorporate a long-term study of their purpose, programs and directions. He sees the student personnel staff member as an integral (perhaps most important) part of the educational process.

"Student personnel staff members are strongly committed to a student-centered philosophy of education," he says. "Their genuine interest in students is manifested in flexible approaches, availability to students, willingness to explore and experiment, and their involvement with faculty and community to foster more relevant programs."[14]

How student personnel workers can organize to better serve the human needs of students has been a subject of much experimentation. Fordyce sees a very definite position in which student personnel workers can and should be employed. He believes that student personnel workers have sat in the background too long -- so long they've risked losing identity and purpose.

"Finally," he said, "it occurs to me that programs must be established that relate to the total curriculum and that stress the humaneness and the humanness of the educational professor. Student personnel workers, counselors and others, must constantly point out the need for such programs and courses, and take the lead in developing proposals for human relations programs."[15]

Many colleges have instituted such programs. In a paper prepared for the annual convention of AAJC, Wilkerson (1970) shared several approaches community colleges are taking. He mentioned the use of encounter groups, sensitivity training, and T-groups.

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[14]"Junior College Student Personnel Programs in Colorado," Terry O'Banion, Paper prepared for the State Board for Community Colleges and Occupational Education, 1969, p. 2.

[15]"The Implication of Student Personnel Services for Effective Instruction," Joseph W. Fordyce, Selected proceeding of an Inter-Regional Conference of the AAJC Program with Developing Institutions at Florissant Valley College, St. Louis, Sept. 70. (pub).

Another approach mentioned was the offering of special courses taught by counselors to help the student become a more comfortable person. Some of the course titles are indicative of the course content, e.g., "Self-Concept Course" and "The Individual in a Changing Society."

Wilkerson explains the course content further by saying, "The students in these courses examine their experiences, goals, beliefs, attitudes, inter-personal relationships, and relate these to the world or community problem."[16]

Courses of this nature have the potential to strengthen student personnel's total outreach, as well as the college's total impact on all its participants. In warning that student personnel services could die without much notice unless its work is made more important to the mainstream purposes of a college, Emmet says the needed model for student personnel services is a human development model.

"Programs for the development of human potential are something which can save student personnel services and facilitate a great need in colleges. Human development is something the public, students, the local community, alumni, legislative policymakers, and even faculty can accept."[17]

Evidence that programs in human development had been organized in colleges across the nation exists. The intent of this project was to survey colleges to determine the nature and extent of these programs and to attempt a "sharing of ideas" through a workshop and this document.

The following chapters will deal with specific models of human development, its necessary relationship to vocational programs, and future trends. In short, this report will attempt to reveal how community colleges are responding to a challenge and plea made by educators from years past.

Bromeld sums the challenge for human development up by simply saying:

"In short, there is a very great need for overhauling the typical curriculum. The central theme that should govern

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[16]"Student Services and the Human Development Dilemma," Rachel D. Wilkerson, Paper prepared for the Annual Convention of AAJC, Honolulu, Hawaii, March, 1970, p. 15.

[17]"Student Personnel Services: Who Needs Them?" Thomas A. Emmet, College & University Business, 51: p. 49, Nov., 1971.

that overhauling is the nature of man himself as he confronts the kind of world which is characteristic of the Twentieth Century. Man-in-culture is the thread that should tie together all parts of the curricula."[18]

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[18]"The Current Values and Changing Needs of Youth," Theodore Brameld, Prepared for Conference on Youth held by Connecticut Secondary School Youth Project, Aug., 1966, p. 9.

FIVE

RESULTS OF SURVEYS

V. RESULTS OF THE SURVEYS

A. Mailing of Survey Instrument #1

On April 14, 1972, 920 Survey Instruments #1 were mailed to community colleges across the nation. Included with the instrument was an abstract explaining the project and a letter from El Centro's Dean of Students requesting an immediate response to the survey.

Instrument #1 was designed primarily to identify colleges who had some type of human development instruction.

Human Development instruction was defined as: Those instructional programs dealing essentially with the experience of the student as content and which purport to facilitate his growth as a learner and a person.

B. Response to Instrument #1

Of the 920 colleges contacted, 322 responded, with 100 indicating some type of human development (HD) program. States which had the largest number of colleges indicating some type of HD instruction were California (10), Illinois (13), Michigan (8), and New York (7). Only four Texas Colleges indicated having an HD program.

Some general overviews gleaned from analysis of response to Instrument #1 were:

1. There appears to be no affect on a college's offering HD because of:

   --size of student personnel services staff

   --size of student enrollment

   --total number of faculty members

   --type of financial support

   --type of campus

2. In colleges offering HD, a large number of student personnel services staff members teach.

3. Having administrative responsibility over instruction does not appear to be an important factor in whether or not colleges are into HD instruction.

4. Colleges into HD instruction seem to have

established more than a "casual" relationship between student personnel services and instruction.

5. On the whole, no more than a "casual" relationship exists between technical/occupational counseling and decision-making in vocational instruction. Some have formed strong relationships but are overshadowed by those who haven't.

6. The survey sampled a wide diversity of institutions, with enrollments ranging from 125 to 18,000.

7. Colleges who are into HD instruction also seem to be offering HD units in technical/occupational courses. Where formal HD instruction exists, it does seem to begin to permeate other curricula.

(See Appendix I for copy of Survey Instrument, cover letter and complete tabulation of responses.)

C. Mailing of Instrument #2

In early May, 1972 wher response to Instrument #1 was considered sufficient, 90 colleges who had indicated having HD instruction were mailed Instrument #2. The major purpose of this instrument was to gather detailed information about HD programs in progress. Again, the instrument was accompanied by a cover letter from El Centro's Dean of Students as well as an invitation to attend the workshop.

D. Response to Instrument #2

Of the 90 colleges contacted, 49 responded. Findings of the survey are briefly summarized below:

1. The largest percentage of colleges offer one or two courses in HD, rarely more than that.

2. Number of sections of HD offered range from one to 50, with one college indicating up to 150 sections.

3. The largest number of colleges limit their HD classes to 8-12 students.

4. The largest concentration of colleges have been offering HD for two semesters, and 92% have offered HD every semester since they started. One college indicated they had offered HD for 25 years.

5. HD has been offered since 1948 in one college but has gained greatest momentum only since 1968, rapidly growing since 1970.

6. HD faculty are commonly selected from student services staffs, counseling staffs, or psychology faculty. Some are screened volunteers or are selected by committees appointed by the president. Criteria include education and experience.

7. Aims of HD instruction include: To develop good relations with workers, supervisors, etc; interpersonal relationships; examination of values, attitudes, interests and beliefs; how to relate, actualize potential; library utilization; personal, academic and vocational concerns; encounter groups; to improve reading, writing and vocabulary skills; career planning.

8. Largest concentration of colleges enrolled from 1-25% of total student population, technical/occupational students, and college-parallel students in HD courses.

9. Most colleges reporting offer credit toward the AA Degree credit, Transfer credit, Elective credit and credit toward a technical/occupational degree for HD courses. Only seven give no credit at all.

10. All respondents said their HD program helped improve the self-concept of students.

11. 93% said their HD program helped establish a more healthy learning climate at their college.

12. 53% said their HD program has been utilized for professional staff development.

13. 47% said their HD program facilitated student input into curriculum development and design.

14. 80% said their HD program increased employability of some students.

15. 78% said their HD courses can be transferred for credit to other colleges.

16. 70% said their HD program helped reduce "traditional" approaches to learning at their colleges.

17. 77% said evidence leads them to believe that HD

courses helped curtail student drop-out.

18. 90% said their HD programs helped link student personnel to the instructional program.

19. 38% said their HD curriculum helped in the process of integrating all educational programs at their colleges.

20. Only 22% said a weakness of their HD program is that not enough credit is given for HD courses.

21. Only 17% said the boundaries of their HD program were limited because it is administered under the wrong division.

22. 79% said HD curriculum has helped legitimize student personnel services as a "teaching" function on their campus.

23. 60% said their HD program helped open the door to other non-traditional instruction at their college.

24. 44% said quality control of HD instruction is difficult to maintain.

25. 42% said a difficulty with their HD program is obtaining instructors with expertise in this area.

26. 48% said their campus lacks expertise in HD curriculum development.

27. 36% said their HD program is hampered by inadequate physical facilities.

28. 33% said scheduling HD classes is a difficulty.

29. 69% said student interest in HD courses is high.

30. 45% said they don't offer enough sections of HD to meet student demand for the courses.

31. 70% said their faculty recognizes the HD curriculum as a legitimate and worthwhile program.

32. 43% said financing their HD program is a problem.

33. 48% said their HD program is not as large as necessary due to financing problems caused by

student-teacher ratio.

34. 93% said that, on the whole, their administration supports and recognizes the value of HD offerings.

35. 92% said a desirable student-teacher ratio is maintained in their HD classes.

36. 41% said they had received community feedback on their HD program.

37. 21% said employers in their community requested that technical/occupational students enroll in HD courses.

Another interesting result of the survey was the discovery of a myriad of course titles for HD instruction. (SEE APPENDIX II FOR COPY OF INSTRUMENT, COMPLETE TABULATION OF RESPONSES, and SUMMARY OF COURSE TITLES.)

SIX

PLANNING OF WORKSHOP

VI. PLANNING THE WORKSHOP

A. Phase I -- Preliminary Planning

Although response to survey instruments indicated that some HD programs were in existence, a strongly-felt need for greater planning and communication in this area was also indicated. Thus, the project staff had a strong basis on which to plan and implement a workshop.

On May 9 and 10, the project staff met with two consultants to plan workshop strategies. Terry O'Banion, Assistant Professor of Higher Education at the University of Illinois and Tal Mullis, Dean of Instruction, Santa Fe College, Gainesville, Florida, two men well-versed and experienced in SPS instruction, were able to provide valuable input and insight for planning of project activities and goals.

After much deliberation, plans for the workshop were made to include:

1. The workshop would be held for 2 1/2 days (June 27-29, 1972).

2. Orientation to HD instruction would be crucial because such a large number of colleges were not utilizing this approach.

3. How HD instruction can be an integral and necessary component of technical/occupational programs should be a primary thrust of the workshop.

4. Presentations by colleges who were utilizing viable HD instruction should be included to reflect the many alternative approaches and expectations that exist.

5. Supportive materials for HD instruction, as well as information on how to get them, should be displayed.

6. Participants should be grouped according to their current status in HD instruction for the most profitable group interaction.

7. In small groups, participants should discuss alternative approaches to HD, assess their current programs, and develop a plan for future action.

8. The workshop should be evaluated by all participants.

9. A futuristic view of HD instruction should be presented.

10. Consultants and group leaders should be carefully selected for each phase of the program. (Suggestions were made for consultants.)

B. Phase II -- Inviting Participants

After this initial planning session, final arrangements for the workshop were made. Although time was short, top consultants were able to participate. The following list of consultants and speakers were selected:

Dr. R. Jan LeCroy, Vice Chancellor of Academic Affairs, Dallas County Community College District

Tal Mullis, Dean of Instruction, Santa Fe College

Dick DeCosmo, Dean of Students, Moraine Valley Community College

Dr. Don Creamer, Dean of Students, El Centro College

Bud Palmer, Dean of Instruction, El Centro College

Dr. Bob Shepack, President, Cuyahoga Community College, Eastern Campus

Dr. Cliff LeBlanc, Vice President of Student Affairs, Santa Fe College

Dr. George Pilkey, Coordinator of Advisement, Counseling and Testing, Fulton-Montgomery Community College

Dr. Roy Giroux, Dean of Students, St. Clair College

Dr. Jerry Wesson, Chairman, Human Development Division, El Centro College

Dr. Jim McHolland, Director of Counseling and Director of Human Potential Project, Kendall College

Registration packets were mailed to all colleges who had indicated on survey forms an interest in attending the workshop. In addition, a special letter was prepared and mailed along with packets to the following four people at all community colleges in Texas: Dean of Students, Dean of Instruction, Director of Counseling, and Dean of Technical-Occupational Education. Response from Texas colleges had been weak, and, because the project goal was to focus

on colleges in Texas, every effort was made to gain their attendance. The Project Director and El Centro's Dean of Students also made motor trips and telephone calls to Texas colleges who had not responded, urging them to participate.

C. Phase III -- Finalizing Objectives

After input from surveys was tabulated and analyzed, workshop thrust was finalized. Comments from colleges on questionnaires indicated that they were interested in interacting on the following topics:

--Course Development

--Instructor selection

--Text Selection

--Financing

--Staff Development

--Technique

--Approaches to the Development of New Methods

--Specific Programs at different schools

--Development of Staff Commitment and Understanding of HD

--Sample Activities

--Continuous Concepts of HD Programs:
  How all courses fit together
  Advantages of HD programs
  Institutional acceptance of HD
  Discussion of pros and cons
  Should programs be for credit?
  Should programs be required for everyone?

--A separate program for transfer students?

--All current human involved processes

--Identifying and reaching concensus on "performance objectives"

With this input, the project staff decided to call in an outside consultant to help in putting workshop objectives

on paper. Dick De Cosmo, Dean of Students at Moraine Valley Community College, Palos Hills, Illinois, is an expert in SPS instruction and is well-grounded in behavioral objectives. He had agreed to orient the workshop participants to objectives of HD instruction as well as to introduce them to their group tasks of preparing a plan of action. As a result of this conference, three sets of objectives were developed: Workshop Goals (to be distributed to all participants), Behavioral Objectives and Operational Objectives (both to be distributed to project staff, consultants, and group leaders.)

These objectives are included here to establish the basis on which evaluation of the workshop was made:

Workshop Goals

1. To facilitate the sharing of ideas and concerns about human development instructional programs between student personnel and technical/occupational educators.

2. To acquaint the participants with the types and scope of existing human development courses.

3. To provide participants with operational details about five specific human development programs.

4. To illustrate through example and discussion that human development courses are significant ways to meet student personnel objectives and can be integrated into technical/occupational curricula.

5. To encourage each participant to prepare ways in which he will initiate, expand or evaluate a human development curriculum on his own campus.

6. To acquaint participants with the questions regarding management of human development curriculum and possible alternate solutions.

Behavioral Objectives

1. At least 80% of the participants will indicate a desire to offer human development courses on their campus.

2. At least 80% of the participants will develop a rough draft proposal which will either propose to initiate an H.D. course, expand present H.D. courses or evaluate present H.D. courses at their "home" colleges.

3. Each proposal will be shared orally with the other members of the special interest group to which each participant is assigned.

4. Each proposal will address itself to at least the following points:

   A. Describe the SPS objectives that it meets

   B. Describe how and why it should be integrated into a technical/occupational curriculum

   C. List the objectives, staff involved, finances and possible activities.

5. At least 20% of the participants will relate their proposals to vocational counseling objectives.

6. At least 75% of the participants will express approval of special training workshops for the development of skills needed to facilitate human development courses.

Operational Objectives

1. Participants will include both student personnel and technical/occupational educators with each group representing at least 20% of the total number of participants.

2. Each small group will be made up of both student personnel and technical/occupational educators.

3. The workshop design will facilitate a sharing of ideas among all participants in both oral discussions and written reproduction of ideas.

4. At least five existing human development courses will be presented to the participants in such a way that the following points are covered:

   A. Purpose and Objectives
   B. Organization
   C. Processes
   D. Staffing Patterns
   E. Materials
   F. Evaluation

5. A summary of the data gathered in the research phase of the project will be presented to the participants to acquaint them with the type and scope of existing human development courses.

6. Management questions and alternate solutions related to administrative design, finance, staff and evaluation will be presented.

D. Phase IV -- Preparation of Materials

A variety of materials were prepared to be distributed during the workshop. (See Appendix II for sample of each item.) Materials disseminated included:

1. Registration Packet:

   a. Schedule of Events
   b. Workshop Goals
   c. Namebadge
   d. Initial Summary of Survey Findings
   e. Explanation of Special Interest Groups
   f. Notepads
   g. "Meet the People You'll Be Meeting"

2. Participant's Evaluation Form

3. Participant's Plan of Action Form

4. Distributed to staff:

   a. Staff Evaluation Form
   b. Copies of Behavioral Objectives
   c. Copies of Operational Objectives

5. Distributed to group leaders and staff

   a. Leader-facilitator's evaluation form
   b. Staff Evaluation of Small Groups form
   c. Staff Evaluation of Presentations form

6. Roster of all Participants

E. Phase V -- Selection of Workshop Site

Because of its close proximity to the airport, the Executive Inn in Dallas was selected for workshop activities. Presentations were made in a large meeting room, and participants moved to smaller rooms for group sessions. Information about the hotel and pre-registration blanks were mailed to all participants. Workshop site proved convenient, with all activities -- from registration to final session -- flowing smoothly.

SEVEN

CONDUCTING THE WORKSHOP

VII. CONDUCTING THE WORKSHOP

A. Prior to Workshop Activities

Project staff met with consultants for final briefings and instruction Monday, June 26. On Tuesday morning, group leaders were oriented by Dr. Jerry Wesson, Division Chairman for Human Development, El Centro College. Final preparations for participant assignment to groups was made. So that workshop activities would be tailored to individual college needs, participants were to choose one of three special interest groups to work with at various times. Primary focus of each group was one of the following:

Organization of Human Development Programs -- Colleges which were not presently offering any form of human development curriculum were to collaborate and discuss with others the "how-to's" "why's" and "what-to-include" in an HD program.

Expansion of Human Development Programs -- Colleges who had recently begun offering Human Development experiences (such as effective orientation programs, human relations courses, or psychology courses with a humanistic direction) were to have the opportunity to discuss "where do we go now."

Evaluation of Organized Human Development Programs-- Colleges who had fairly well-expanded curricula in Human Development were to have the opportunity to exchange experiences and evaluate their existing programs. Discussion was to also be slanted to staff development.

B. Description of Participants

1. Number Attending--

A total of 97 people participated in workshop activities.

Of this number, there were:

67 -- Full-time group participants
12 -- Part-time group participants
8 -- Consultants
5 -- Group leaders -- participants
5 -- Project staff members

2. Location of Participants--

A total of 58 participants were from colleges in

Texas. The remaining 39 came from:

Arizona -- 1
California -- 2
Canada -- 3
Colorado -- 1
Florida -- 3
Georgia -- 2
Illinois -- 10
Kansas -- 1
Massachusetts -- 1
Minnesota -- 1
New York -- 2
North Carolina -- 3
Ohio -- 4
Oklahoma -- 3
Tennessee -- 1
Virginia -- 1

3. Positions held by Participants --

Regarded as one of the weakest aspects of the workshop was the low number of technical-occupational people in attendance. Lack of time to contact these people specifically and urge their attendance, as well as normal problems caused by summer vacations, accounted for their low attendance. Plans to remedy this flaw will be discussed in The Staff Evaluation section part IX. A study of participants' positions revealed the following breakdown:

1 -- Vice-Chancellor
2 -- Presidents
1 -- Vice President, Student Affairs
12 -- Deans of Students
5 -- Deans of Instruction
4 -- Assoc. Deans of Instruction
13 -- Directors of Counseling
5 -- Directors of Student Activities
2 -- Technical-Vocational Counselors
4 -- Division Chairmen
2 -- Directors of Financial Aid
2 -- Directors of Special Projects
33 -- Counselors
4 -- Instructors
4 -- Graduate Students
3 -- Project Staff

4. Grouping of Participants --

Participants were asked to select the group that best suited the needs of their colleges. As a result, 3 groups in Organization were formed, 2 in

Expansion, and one in Evaluation. Group size ranged from 7 to 15. A total of 24 people participated in Organization Groups, 15 in Evaluation and 28 in Expansion. Consultants and project staff floated from group to group and were on call to answer any questions that arose.

Group facilitators were selected on the basis of their experience in group dynamics and background in HD instruction. All are employed in one of the four Dallas County Community College District Colleges.

EIGHT

WORKSHOP PROGRAM

VIII. WORKSHOP PROGRAM

The workshop design was set up to actually carry participants from an introduction to HD to an actual plan for implementing an HD program on their campus. By discussing all phases of the workshop and reproducing presentations made, one can actually view in toto the specific aims and directions of HD instruction and this project.

A. Conference Overview -- Symposium

Through a symposium approach, four "experts" in SPS not only launched the workshop but put its objectives -- and those of HD instruction -- into perspective.

After a welcoming address from Dr. R. Jan LeCroy, Vice Chancellor of Academic Affairs, Dallas County Community College District, Tal Mullis, Dean of Instruction, Santa Fe College, explained what the workshop was not. He emphasized that tools or skills for teaching technical-occupational classes would not be covered. Dick DeCosmo, Dean of Students, Moraine Valley Community College, then stated actual expectations for the workshop and covered the Workshop Goals.

A synopsis of the survey instruments, a history of the project, and a discussion of workshop activities followed, given by Don Creamer, Dean of Students, El Centro College.

Bud Palmer, Dean of Instruction, El Centro College, concluded the symposium by providing the necessary link between HD instruction and technical-occupational education.

B. Rationale for Human Development Instruction in Technical-Occupational Education

A primary focus of the workshop, the impact of HD on technical-occupational programs was stressed in a presentation by Dr. Bob Shepack, President, Cuyahoga Community College. His presentation is reproduced and clearly establishes this case.

Robert E. Shepack
June 27, 1972

A Rationale for a Humane Orientation and Human Development Courses in Community College Vocational-Technical Education

My assignment today, as one of the initial speakers, is to help establish credibility for humane orientation and human development courses in community college vocational-technical education from an administrator's point of view. A search of the literature provided many pieces of foundation materials, abstracted from a variety of disciplines, and development of a rationale from the point of view of forces and needs external to the operational educational situation should be an easy task. However, I found that preparing this presentation has been a difficult, painful, and yet rewarding experience. At the beginning it seemed to be a right, logical and simple opportunity to put some things together that I have known from the past. All that was necessary was for me to look back on my experience, draw on academic preparation, research and writing skills, and organize feelings, understanding and theory that we all suspect exist. I did that several times, attempting to polish and rework the effort into reasonably smooth form, but it just would not fall together that way. For you see, my feelings kept getting in the way and I finally came to the conclusion that I had to deal with the problem by pursuing the question, "Aren't feelings what the humaneness business is really all about?" So for awhile here at the beginning, I would like to try to share some of my feelings before going on to a discussion of rationales.

As I look back on my career in teaching and administrating programs of vocational education, two bad dreams persistently emerge. The first has to do with vocational classes in high school. It consists of a principal, a counselor, or a homeroom advisor appearing at the door of my drafting classroom with an embarrassed, reluctant, and sometimes surly young man in tow, and ready with a request that, for a variety of reasons, I find myself always unable to refuse. The request goes something like this, "I wonder if you can help this student. He and Miss Schlakenhahmer aren't getting along too well in English 3. I know that it is almost six weeks into the course, but you work well with boys like this and I'm sure that you can find something for him to do so that he can get his credits and graduate next year. We have talked to his mother and she will see that he goes to summer school to get the English (or Math or History) requirement made up." As I said, I always took the student, and sometimes we made it through the course together. One is a Ph.D. and university professor of physics today, others are architects or engineers. Sometimes we didn't make it and the reluctant young man dropped out of school, and perhaps he was better off for it.

My other bad dream has to do with the development of a curriculum for a community college occupational program in drafting and design technology. In this setting it "has been decided" that the curricula for all engineering-related technologies will be developed together, and furthermore, that they will be developed in accord with some engineering society's guidelines and have certain common characteristics. There is a meeting of an appointed committee, and the committee consists of respected faculty members representing all the disciplines affected by the institution of those programs. English teachers, Math teachers, Chemistry teachers, Physics teachers, Social Science teachers, Psychology teachers, and Engineering course teachers are present. As I look around I find that I am the only technician in the room. I am the only practicing professional in the room. And there are no counselors or Human Development teachers present. Curriculum objectives recommended by a citizens committee of interested practitioners are abandoned, and academic respectability is substituted. The curriculum design process is awfully simple. We are directed to scan catalogues of selected "approved" community colleges and technical institutes to create courses and course descriptions for our programs by eclectically extracting most likely and most frequently appearing patterns from an appropriate milieu and adopting them. Of course, I object. I object persistently and strongly. Nevertheless, it has been decided. We do it. And when we finish we have a neat and professional looking brochure. Everybody gets Calculus whether he needs it or not. Everybody gets Chemistry whether he needs it or not. And everybody gets Technical English, whatever that is, whether he needs it or not.

To insure that students will enroll in these neat, clear cut and respectable programs, the "curriculum committee" recommends that the college adopt policies setting entrance standards so that "lower level" students have to choose a technical program and academic probation regulations that force faltering university engineering parallel students similarly into the technology program. By decree, and by practice, a condition of second class citizenship has been created for the career degree student.

All of the characteristic qualities of inhumaneness that one would ever want to deal with in education are evident in these two bad dreams. My feelings tell me that the basic rationale found here for humanizing technical occupational education is simply--<u>Damn it</u>, <u>people shouldn't be treated that way</u>.

Each of the above cases provides its own set of reasons why the educational processes, particularly those dealing with technical-occupational programs and students, need to be humanized. The common bonds between them are

sets of operational values, both supportive and conflicting. These values, institutional and personal, disregard the values, skills, aspirations and needs of the student as well as the society the institutions serve and the student must live in.

In the first case, the kindly and well-meaning staff member was simply attempting to help a student in difficulty, but his actions had other effects, not only on the student in question, but on the other students in the class, students not in the class, the institution, vocational curricula and obviously me, the teacher. The student was being told that he was bad, or at least, inadequate, and he was further told that he wasn't even going to get his full measure of mechanical drawing, or whatever. Further, the student was going to be required to pay a penalty by going to summer school or carrying an extra course, just to get the education he was entitled to. The other students in the class were told that they were in a course that wasn't so good, that anybody could come in any time and get a credit. No value was being placed on what was being done in that classroom, and they had a right to be resentful. Frequently, they were never really accepting their new class member as a result.

The institution was being represented very badly. It was being described as a place that classified people and activities in a Sears Roebuck catalogue hierarchy of good, better, or best, when it should have taken the position that all people were of value, and that all the sponsored experiences encountered by students should have value for contributing positively to their growth, maturity, and mental health.

What the principal of the school was saying about the curriculum was obvious. It was secondary to the values of getting a Carnegie unit or even more condemning, it was secondary to evaluating Miss Schlakenhahmer and her attitudes, her performance regarding students, the content of her course, and her own inflexible behavior. Even worse, the administration was avoiding trouble, and what were its actions saying about its own professional ethics and responsibility?

The institution was also saying that I, as a vocational teacher, was being used. It is not that I objected to an additional student, or even one who wasn't getting along in English 3, for I know how that is. It is just that I felt like screaming, "Mr. Principal, Miss Schlakenhahmer, what in the hell are you doing up there?" Sometimes I did.

Any vocational teacher or any counselor who has worked in a secondary school knows that my "feelings dream" is not

unique, for it is not infrequent that counselors and principals bring the boy who is not getting along in English 3 to the drafting room, the shop, or the ceramics studio so he can "do something with his hands".

The dehumanizing process begins early. Student attitudes, faculty values, and institutional positions toward the importance of vocational education are formed very early and are very lasting. The education process, as we know, is a socializing process, and frankly, it is my opinion that the values placed on various activities undertaken by schools generally have very little to do with being aimed toward the positive development of each individual student utilizing his optimum potential.

The second of my bad dreams merely points up additional problems inherent to the process of attempting to make a humanizing experience out of technical-vocational education at the college level. That problem centers on elitism and all of the illness that it spawns for the "not so good" student, and perhaps the "good" student. Rubber band standards, screening, the absence of a human development commitment in planning, disregard for the needs of students and society, emphasis on any course or any laboratory experience, further abstraction of content, and above all, the mystical responsibility of guardianship of the storehouse of knowledge, impose heavily on any attempt to bring about change aimed toward improving the quality of the life of each unique individual student.

It should be obvious that I feel some drastic changes need to be made in schools if we are going to humanize vocational education. I feel that the future of community colleges may be in serious jeopardy if some changes do not come about, for the elementary and secondary values are readily transferred and carried upward. Something is going to happen. We know it is if the prediction that in a few years 80% or more of the jobs to be filled will require less than four years of higher education or training is at all accurate. We know that the impact of this trend is already being felt. College graduates all over the country are having difficulty being placed in a large number of fields simply because they are mistrained or over-educated for those positions that are available. The real tragedy is that we in education have so far demonstrated that we can only respond negatively or positively to a sputnik, Admiral Rickover threat, or a dire prediction of unemployed college graduates. It seems to me that we have a responsibility for finding out for ourselves what is right to do, and then go about trying to do it.

As I began to work through these feelings and improved

understanding created by my experience as a vocational student and teacher, technical student and teacher, counselor, professional architect, occupational and academic administrator, and while achieving some degree of success in academic endeavors, it became apparent that some firm guideposts were essential. In addition to being a substantially justifiable end in itself, humaneness in education should lead to some identifiable improvement in the value of educational programs. Change as the characteristic of our time that has created the need for technical programs also imposes rapid and persistently changing and differing demands on the technicians who grow out of these efforts. It, therefore, seems to me that a reasonable set of common objectives for all who are responsible in education would be to adopt processes that optimize good mental health and maturity development. These objectives, like motherhood, apple pie, and the generally agreed upon lofty purposes of the community college, are easily accepted and classified as good. How to engage the educational community in the promotion of these values is the agonizing question. For guideposts in my own difficulty in bringing about a rationale from feelings and non-verbal understanding, Marie Jahoda's Current Concepts of Positive Mental Health[1], and Harry Overstreet's linkage concept of the Mature Mind[2] have become significantly rewarding. Assumptions for my discussion, therefore, are derived from, or related to, the concepts provided by these authors. My first assumption that humane orientation cannot be imposed on our present system, and second assumption that curricula for new career programs must be unique and different, are derived, however, from the Bad Dreams discussions above.

Reasons underlying assumption number 1 are based on the prevailing values in education that are demonstrated in both of the Bad Dream examples. The dehumanizing manipulation of students through a downward path from prestigious, acceptable, good academic courses toward apparently lesser valued experience is merely a visible demonstration of predominant and governing attitudes of those who ultimately control the direction of schools. Arbitrary substitution of non-applied chemistry, calculus, general psychology and a host of other supposedly general education or support courses for practical application and problem solving experiences is still another example of a lack of understanding, regard, and commitment for the evolution of dynamic person-society centered curriculum. We must recognize that teachers and administration, like everyone else, can be expected to be reluctant about initiating or supporting change expecially if that change is in the direction of new, unusual and perhaps competitive ways of life. We must further recognize that new curricula and curriculum changes are dependent upon the cooperation and participation of established faculty and administrative

authorities, and to anticipate that these authorities will eagerly reverse their institutions and personal culture patterns is an irrational expectation. Furthermore, rational arguments, no matter how sound, do not provide a foundation for such a reversal. A whole series of rational arguments, replete with federal funding generating from Land Grant College and Smith Hughes vocational education legislation have failed in this attempt.

Attitudes demonstrated by self protective organization and even threatened behavior on the part of vocational educators as necessary protective measures, partially substantiate assumption number 2. Vocational educators have learned over the years that their classrooms most frequently can be found in school basements or worn out classroom buildings, unless designated federal funds provide them with special facilities; that very frequently vocational monies seem to get lost in a maze of administration and accounting; that counselor training does not usually provide an adequate informed background for vocational curricula and career students; and that their shops and labs are frequently thought of as the place where poor students, broken chairs, tax levy signs and worn out vehicles can be processed or patched.

Critical to the question of a formal humaneness rationale is the necessity to officially invalidate prevailing operational, and therefore directing, attitudes. Amitai Etzioni has raised some very important issues regarding these prevailing attitudes in the June 3rd, 1972, issue of Saturday Review.[3] Essentially, Etzioni, after examining our recent history of investing millions of dollars to change individual learning behavior to predetermined levels and patterns, is saying the results are so dismal that we need to stop trying to change unique persons to fit some predisposed pattern and begin looking at opportunities to change the conditions in which these individuals live.

Etzioni holds, and I concur, that if we as professionals know that a substantial rationale exists for changing our own behavior, especially if we are contributing to an immoral or unethical practice, then we have no choice but to change. Further, if we know that our educational system contributes officially to these immoral or unethical practices, then we have no choice but to work toward changing the system. The idea that higher education should move persistently toward more humane learning strategies is not new to any of us in this room. What is new is that there is

an obvious and growing need to make that change, along with swelling support for this directional adjustment.

If we assume that manpower needs and other official performance requirements are met by the vocational and technical curricula, and I'm not sure that I am willing to accept this starting point, there are two distinct conditions that imply the need for a human development emphasis in program constructs. Attitudes expressed toward occupational students and curricula as second class, have already been treated by my first Bad Dream experience. The role of the new technician and his experience in both creating and carrying out that role requires a special maturity and a high degree of good mental health. This role creation provides the second condition.

People at work traditionally interact with culture patterns related to their work role. Technologies are evolutionary as a result of production and service process change, frequently completely new, and usually imposed by management determination. Social roles, and even work scope and responsibility roles, are not naturally determined. We might expect that frequently no work model may exist for the new technician and that he may be required to create and become that model. In this process there is a characteristic reduction of the security base from which he must build his position. The new technician, facing an uncertain socialized position in the worker hierarchy milieu, is also forced to deal with such problems as incidental duty assignments inappropriate to total job assignment and training, and rejection of the need for the new position. Certainly, if these conditions exist, then a high degree of autonomy, necessary to manipulate and manage the environment, is necessary.

Not all vocational and technological positions are new. However, the student, who has been forced to change his career objectives toward what may appear as a result of his cultural conditioning to be a downward trend, is faced with a new perception of himself and quite possibly be inclined to perceive his work and its social/cultural environment to be quite new or perhaps hostile. My experience as a boy growing up in a family and community of trade union craftsmen taught me a lot about what to expect when I began work as an apprentice electrician. My work in the shop seemed to be the heaviest, dirtiest, and most menial. I was always on the perimeter of conversation during lunch, and I was referred to as the apprentice boy, or sometimes just boy. While I knew from experience that this would not last and that it was a form of respectable hazing, a young aggressive

male without this prior understanding could easily find the socializing treatment offensive, or even unacceptable, for a variety of reasons.

Apprenticeship patterns of work and training are central to many of the problems in vocational-technical curriculums. Methods of instruction in this system are based primarily on a do-as-I-do pattern, and are not centered as much on a problem resolving model. Many of the teachers most qualified and most available to community college vocational-technical programs such as automotive technology are products of this system, tending to teach in the way they were taught. One essential element to this system is time, and one of the purposes of the community college program is to reduce the time needed for learning. The main strength of the system is sound mechanical skills, and what is additionally needed for modern technology is an adequate theory base for problem solving decisions and change toward the resolution of new emerging problems. Frequently the tendency in curriculum design is to separate the presentation of theory and practice into courses taught by appropriate academic and technical instructors without particular regard given to the actual synthesizing processes. The theory camp of the academician and the practice camp of the vocational instructor appear to be traditionally in conflict with each other and both, by their natures, tend to deny the existence of other unique systems that might marry their positions.

These rather simplistic examples are given to point out the possible confusion and conflict that exists as a potential challenge to the educative process, in that they are at odds with developing mental health and maturity incidental to the cognitive and motor skill process generally considered central to the curriculum. It is possible that the environment at home, school and job may be differing to the degree that they are at war with each other. It is not unusual to learn of girls in a family of recent ethnic heritage being denied education opportunity by their fathers for the sake of brothers who are expected to be the breadwinners and the most educated as a matter of accepted family culture. It is also not unusual for young men and women to find themselves faced with choices of employment in unionized work situations when their whole history has been to deny the value of these organizations and, conversely, other young people reared in a union family may find themselves, as a result of technical or para-professional training, in a management or near management role that is similarly at odds with the values that they have learned and are still maintained by their family and geographic home community.

While it may be argued that these are relatively normal problems for our society and that anyone pursuing education might expect to encounter situations such as these, it must, I think, be recognized that gaining effectiveness of skill and knowledge learning is dependent upon the sense of security, general mental health, and maturity of the worker attempting to employ these skills. Further, I find it necessary to repeat my position that once a condition is known to exist, it may be unethical and even immoral for us as professionals to ignore that condition. These conditions brought about by changing and differing sets of environment characteristics, along with the ordinary and unique needs brought to the school situation by students, require consideration and attention to the extent that I have become an irrevocable advocate for the human development counselor/teacher acting as a central figure in curriculum processes that deal with the work-oriented curricula that are our greatest challenge in community college development.

The Human Development counselor/teacher should be an orchestrator of the growth process, interacting with the learning situations of the student in a way that positively affects both curriculum content and manner of instruction carried out in the name of vocational and technical education. While it is my obvious belief that human development should be the central theme for all curriculum experiences, and that the basic thrusts for all school activities should be aimed toward increasing mental health and optimizing the degree of total maturity demonstrated by the student, I feel that pragmatism and realistic thinking impose at least a delay in moving toward this mode of behavior and this direction as a standard for the community junior college and staff.

I find it difficult to comprehend how a total curriculum could be completely revised successfully in these directions. My own personal strategy concept dictates that a single human development course included in vocational-technical curriculum is the most appropriate beginning if it is taught in collaboration with the vocational, technical and academic faculty, and if it is designed into the curriculum as a recognized essential component. This course needs to be a vehicle for experimentation and design and should provide a behavior synthesizing model from which others could learn. However, should this course be created separate from the rest of the curriculum and exclude the other faculty, and should it operate independent of these curricula, I can readily anticipate an antagonistic adversary condition evolving that could destroy even the best of intentions.

Implications of this position are that human develop-

ment is not a counselor matter, nor is it simply a counselor-teacher matter. It requires the involvement and the commitment of the administration, and understanding of that administration at least to the degree that recognition is given for the need to experiment. In addition, it appears to me that there is no single rationale nor a set of rationales that can be counted on to justify and perpetuate a human development program in any institution. Rather, I believe that a necessity exists for continuously developing institutional rationales for total curriculum change and constantly pursuing the means for implementing the implications of these rationales.

Good feelings and good thinking among students, human development counselor/teachers, teaching faculty, and administration is not enough. I firmly believe that a scientific design is required regarding the methodology employed to bring human development theory into practice, refining these theories and improving these practices precisely in accord with the developing rationales of an institution, and it is here that we in education generally fall down. I believe that this design should be centered on Jahoda's concepts of mental health and Overstreet's maturity concept as the basis for working toward these objectives, and the evaluation of progress employing these methodologies. Jahoda's concepts, including the positive and constructive attitudes of an individual toward his own self, a demonstration of growth development or self-actualization in his personality patterns, integration of his activities, autonomy including independence from social influence, accurate perceptions of reality, and environmental mastery, are sound objectives for any human service activity and I think for any educational enterprise. I further feel that they apply to both the general and the exceptional problems circumscribed by the curriculum and job realities related to vocational-technical education in the community junior college. Overstreet's theory employs the concept that maturity is not synonomous with adjustment. It includes the concept that recognizes the need for a person to grow in his ability to move from a condition of undifferentiated components toward living by and through relationships so that he becomes himself as an individual by linkages with the non-self, capable of continued growth and a synthesizer. A successful problem solver is suggested by this model and is no less desirable as an objective of our efforts.

None of these above objectives are in conflict with, or detrimental to, objectives of mechanical competence and theoretical mastery that might be held by either vocational or academic interests. However, in order for us to

deal positively and constructively toward these ends, there are some problems already alluded to that need to be dealt with in the basic design and considered almost daily in the process. Among these problems is the hard established position of the prevailing hierarchies and operational values. There is consonant with this position a possible unwillingness to change to the practical and accept applicability as desirable academic activity. A vocational department defensiveness also may tend to deter a greater degree of synthesis of curriculum based on human development.

These value positions are understandable but no longer acceptable if we are to educate workers who perform effectively and live fully. In addition to these factors, an historic absence of the counselor from the classroom and other conflict arenas must not persist. It is necessary, in my opinion, for the human development counselor/teacher to be an activist; interacting with the student, instructors, administration and community to such a degree that he becomes an integrated component of almost everything that transpires in the evolution of the education program, directly or indirectly.

Another important concern of mine is what I consider to be the general inability of educational institutions to deal with synthesizing and creativity problems. A real expertise exists in educational institutions at taking things apart and abstracting them. There is a critical necessity for redirection that would sponsor risks inherent to stimulating creativity, and developing means to aid students in developing synthesis modes of thinking.

I further feel that administrators may be unwilling or unable to recognize, face and act on all these issues. Administrators must minimize the temptation to deal with things and focus more of their attention to the human relationships that are critical to the success of our institutions, and perhaps our society. In this arena it may very well be necessary for administrators and not counselors to assume the initiating responsibility for human development courses, and preparing the way for their adoption and satisfactory inclusion in the instructional processes.

Finally, as I look back on my experience in getting ready to talk with you today, I have to conclude that basically the reason we are all here is because we feel that people are worthwhile. This is why we are all engaged in the institution called higher education, and I have to ask the question, "If we are here to serve people

then why do we even have to ask for a rationale for humane education?"

B I B L I O G R A P H Y

[1]Jahoda, Marie. Current Concepts of Positive Mental Health. New York: Basic Books, Inc., 1958

[2]Overstreet, H. A. The Mature Mind. New York: W. W. Norton & Co., Inc., 1949

[3]Etzioni, Amitai. "Human Beings Are Not Very Easy To Change After All." Saturday Review. pp. 45-47, June 3, 1972.

C. Presentations of Existing Human Development Programs

A variety of approaches to human development instruction are being employed on campuses across the nation. In order to expose participants to different techniques being utilized, representatives from five campuses with well-developed HD programs were asked to make presentations about their specific programs.

The following colleges were represented:

Santa Fe College Gainesville, Florida	Dr. Cliff LeBlanc, Vice President of Student Affairs
Moraine Valley Community College, Palos Hills, Ill.	Dick DeCosmo Dean of Students
Fulton-Montgomery Community College, Johnstown, N.Y.	Dr. George Pilkey, Coordinator of Advisement, Counseling and Testing
St. Clair College Windsor, Canada	Dr. Roy Giroux Dean of Students
El Centro College Dallas, Texas	Dr. Jerry Wesson, Chairman, Human Development Division

In addition, Dr. George Pilkey made a brief oral and complete written presentation on Fulton-Montgomery's "Seminar on College Life-Academic Advisement." That presentation is also included.

Santa Fe College
Gainesville, Florida

Dr. Cliff LeBlanc
Vice-President of
Student Affairs

SANTA FE STUDENT PERSONNEL MODEL

A. PURPOSE AND OBJECTIVES

An integral part of the philosophy of Santa Fe Community College is the belief that the development of the individual for a useful and productive life in a democratic society is a chief obligation. This belief implies a deep and abiding faith in the worth and dignity of the individual. One of the ways that the College puts this belief into practice is by finding appropriate programs and instructional techniques to help each student discover his abilities and interests and develop them to the fullest extent. The College is concerned with bringing about changes in human beings that will enable them to live richer, more rewarding and more productive lives.

Santa Fe perce ves the individual student and his needs as the focal point for all counseling and educational planning. Thus appropriate assistance must be given to each student so that he may discover his abilities and interests and develop them to the fullest extent. In conjunction with other faculty members, Student Affairs faculties direct all possible efforts toward helping each individual student benefit from what the total College program has to offer. In addition to being involved in vocational and academic counseling with individual students, counselors on the Student Affairs staff also teach a human development course, BE 100, "The Individual in a Changing Environment." (3 cr. hours) The course attempts to provide each student with the opportunity to explore his personality dynamics in terms of the nature of his own attitudes, values, appreciations and skills; the quality of his interpersonal relationships; and the challenges and problems of the society as they relate to his development. BE 100 can be viewed as an attempt to counteract some of the depersonalizing and dehumanizing experiences that often face college students, especially those who have met with failure at other institutions. Because Santa Fe has an open door admissions policy, we find many such students attending our college. BE 100 serves not only as an orientation course to the College, but also as a pathway to improvement of the quality of each student's interpersonal relationships. BE 100 builds the kind of skills that are necessary for successful relationships between people, whether these relationships occur on the job or elsewhere, and helps the student pursue the search for authenticity in human relationships.

B. ORGANIZATION

One of Santa Fe's requirements for graduation is that each student successfully complete the BE 100 course before leaving the College with his A.A. degree. Students are encouraged to register for the class as early in their career at Santa Fe as possible, preferably during their first term at the College, since Santa Fe believes the class to be an effective tool for orientation to the Santa Fe philosophy of education. Between 25-30 students register for each section of BE 100, with approximately forty sections of the class being offered during each of the three 11-week terms, and approximately half to two-thirds that many sections offered in the 9-week Summer Term. The counselor/instructor often will divide each section into two or more small groups. Classes meet five times every two weeks for one hour and fifteen minutes each session, although counselors are given the opportunity to vary this schedule according to the needs of their individual classes. BE serves as core of the common program, a series of six courses designed as "turn on" experiences, etc.

In addition to requiring completion of BE 100 for transferring students, Santa Fe also provides a BE 100 experience for students enrolled in the College's various occupational programs. For example, students in the Health Related Programs, such as the two-year Associate Degree in Nursing Program, attend BE 100 classes with other students in the same program. The class is also required for students in such varied vocational-technical programs as General Business, Engineering, Biological Parks Technician, and students who, through sponsorship by the Florida State Department of Vocational Rehabilitation, are involved in the College's Vocational Exploration Project. Students involved in the College's non-credit Manpower project also are involved in an experience quite similar to BE 100, although not for College credit.

C. PROCESSES

BE 100 is the core of the counseling program at Santa Fe, and many activities are included within the class to insure the achievement of its objectives. Each counselor/instructor approaches the class with different instructional techniques. The focus of the course, however, remains on the analysis and organization of experience into a personally rewarding conception of growth.

To fulfill the orientation function, information about the school and its programs are transmitted to students. Because a counselor is the class instructor, BE 100 provides

a permanent contact with a counselor for a student's entire Santa Fe experience. Educational planning is an integral part of the course and long term planning is accomplished with provisions for changes as students further define their educational and occupational plans. The counselor assists each student in understanding Santa Fe's general education requirements, graduation requirements, and in planning an academic program to meet pre-professional and/or employment requirements.

The diversity found in the student body at Santa Fe presents special problems for the BE 100 instructor. How do we facilitate meaningful communication between black students, international students, typical high school graduates not yet decided on their life goals, superior students, housewives returning to school, alienated "hippies," transfer students fresh from failure at other institutions, and policemen coming back to school under Law Enforcement Education grants? One of the best media found to give the student the opportunity to explore self-in-process, self-in-relationship to others, and self-in-relationship to life goals has been the small group, sometimes called the encounter or sensitivity group. In adoption of the group methods of personality development for junior college students we consider the need for personalization in everyday contacts a very urgent one in this particular type of school, where students are commuters and do not have access to dormitory midnight get-togethers and intimate campus walks and talks. After class, students typically rush out to jobs or back to their home responsibilities. There is a very real danger, especially with such a diverse student population, of the development of depersonalization, depression, and anxiety. How, then, given this educational and attitudinal diversity, does a counselor begin a BE 100 class?

Generally, the first one or two class periods are used as a sort of introduction/orientation to what the class might be working toward and some examples of what individuals in previous classes considered legitimate goals for themselves. These are talk sessions that would appear, from an external point of view, to be more of a class discussion approach to learning. During these first two or three class periods, the counselor usually distributes information which deals with the health-engendering aspects of psychology, of self-actualization. He might talk about the creation of healthy learning environments, or distribute and discuss some of the papers by Carl Rogers and others which relate to basic encounter, and then in class discussions attempt to relate such data to the individual in the

learning process. Thus, at the end of the first week of class, the student has had some factual data and some experience with which to approach the encounter situation and make the transition from group discussion to group encounter. Generally, approximately 2/3 of the class time in BE 100 is directed toward some form of encounter. Encounter groups focus on problems of interpersonal relations and self-development, and topics discussed include drugs, sex, religion, family problems, racial prejudice, and job problems. As participants, counselors bring to the groups humanistic and existantial points of view.

While teaching methods differ with individual instructors, generally individual behavior changes, insights, and growth experiences are self-reported by each student in either a journal or periodic self-reaction papers which become a record of one period of personal growth as the student has experienced it. It is through these communications that group projects are often organized, individual counseling sessions arranged, and communication stimulated with students who are nonverbal in group sessions. In addition, students are encouraged to begin individual self-development projects outside the class setting, and involvement in community service projects is encouraged.

Individual counseling is also available. In some cases, the student may choose individual counseling as a major project and receive credit for part of the work of the course. The College has extended this concept to allow a student to register for a directed Individual Study course in which he could receive three hours credit for individual counseling or group counseling. In this way, the educational value of the work of the counselor is recognized with credit and a course title.

Grades are usually self-determined by the student, who develops his own objectives for the class in conference with the counselor/instructor.

The growing emphasis on personality and interpersonal factors in learning presents the final challenge we are attempting to face. By design, this course requires that the student be responsible not only for his functioning in the classroom, but also the content and extent of his outside work. Further, this structure gives him a unique opportunity to try new behaviors, to learn how to learn from others, and how to work more effectively with them. Basic to this proposition are two requirements: first, that he become willing to enter into open human relationships; and, second, that he develop a helpful, caring attitude in this interpersonal behavior. BE 100

helps build these skills so that more meaningful communication can take place between people.

D. STAFF

By serving as leader-participants in BE 100, counselors have an opportunity for direct contact with all members of the student body, and are enabled to be involved in teaching, curriculum development, and evaluation of instruction.

A high degree of competency in the group process is essential for BE 100 instructors. Not very many counselors trained at the Master's Degree level can approach the group process with this degree of competency. Thus the senior, professional staff members must assume the responsibility for staff development so as to assure the fact that new counselors who will be involved in group processes have some experience in the group process itself both prior to and during the first term that they are involved in teaching BE 100. This is done in two ways. Most beginning counselors are hired during the summer months, but have no duties assigned. During this period of time, the counselor becomes a participant in an ongoing BE group led by a senior member of the staff. At the same time, these neophyte counselors are involved in a small process group very much related in nature to BE 100. In this group, he and the other beginning counselors and senior counselors actually go through a basic encounter experience, the purpose of which is to familiarize the beginning counselor both with the members of the staff and the basic encounter experience. A third outcome would be that the counselor would have an opportunity to view a number of senior counselors in the role of facilitator, and in this way gain the insight that there is no "right way to operate a BE 100 or basic encounter experience. Such groups also help the beginning counselor to get to know the staff members that he will be working with as part of the Student Affairs team. This training group continues through the second term, during which the new counselor, for the first time, assumes full responsibility for a BE 100 class. He then is able to relate back to this group in terms of his problems, his anxieties, his goals, and his feelings in reference to his own work as a group leader. If, however, after the first semester of training (the Summer Term) the counselor does not feel particularly adequate in leading a group alone, he then chooses a senior member of the staff with whom he co-leads a group for the second term.

One thing we have done to combat "group fatigue" is to

encourage counselors who have taught two terms of BE 100 to teach General Psychology or Human Growth and Development or some other type of behavior--oriented course that does not require the great demand that the small group requires.

Another problem which relates to the staffing of the BE 100 classes is that if the College attempts to provide the BE 100 experience for all beginning freshmen, it finds itself having to staff many more sections than full-time staff availability allows. We are fortunate in that we are within walking distance of the University of Florida and there are always a number of highly trained counselors pursuing work beyond the Masters who have done their practice at the College and who are willing to do part-time work in the BE 100 setting. We also encourage our counselors to be on the alert for students who can act as co-leaders in BE 100 situations. We have been highly successful, I feel, in being able to point out such individuals and to provide extra training for them and to utilize their services in helping us to relate to other students in the BE 100 class.

E. MATERIALS

Books used in the BE 100 class include "The Shared Journey", written by two BE 100 instructors especially for such as human development class, and books by such authors as Maslow, Rogers, Moustakas, Frankl, Landsman, Jourard, and others. Counselors often write their own material for their classes, in addition to using material written by their former BE students. In addition, students may see and discuss films, television programs, or lectures, and guest lecturers are often invited into the BE 100 classes.

The basic material of the class, however, is the student himself -- his ideas, experiences, values, goals, and philosophies.

F. EVALUATION

Since BE 100 is a "Feedback" class, there are many opportunities to obtain course evaluations. From time to time, students are asked to submit unsigned papers evaluating aspects of the course. Students may be asked, for example, to describe the class to a new student. Instructors in other departments are asked to report student comments. The overall evaluation of the course by students and by instructors in other departments has been decidely positive. A staff-constructed course

evaluation questionnaire was administered to all sections at the end of each of the first three terms the course was taught. Students were asked to compare BE 100 with other courses they had taken at the College and rate it on a five-point scale. At the end of the first term, 58% rated BE 100 "above average" or "excellent." The highest ratings for activities in the course were given to reaction papers, small group discussions, tape recordings, individual projects, and readings. Over half the students rated these activities "above average" or "excellent." Students were also asked in the course evaluation questionnaire how BE 100 had helped them personally. Over half the response indicated that BE 100 had helped students "much" or "very much" to understand their own values and attitudes and those of others. 43% indicated that the course had helped them "much" or "very much" in exploring their educational plans.

Statements by students and staff indicate that the institutional commitment to BE 100 has had an influence on the development of a campus climate that may be significant for junior college students. They are pleased to have their experiences and concerns recognized as an area worthy of study and course credit. They identify with the College as a place that cares. The counselors who teach BE 100 are perceived by the students as knowledgeable adults interested in their problems. Counselors are also perceived as enthusiastic, sensitive to others, comfortable with students, and as persons willing to look at points of view different from their own. In this kind of learning environment, students are willing to examine dimensions of their personality and hopefully to choose health engendering alternatives for further growth.

In one term, all students certainly do not benefit from the course. For most students, however, it is a remarkable first experience -- an opportunity to learn about themselves and the roles they will play in the college environment and in society. They learn about others and how to relate to others in a more satisfying way. Finally, they learn that college is not such an impersonal place after all.

G. CURRICULUM DEVELOPMENT AND ACADEMIC INVOLVEMENT

1. Teacher Aides

2. Counselor Aides

3. Occupational Specialist

Moraine Valley Community College
Palos Hills, Illinois

Dick De Cosmo
Dean of Students

HUMAN POTENTIAL SEMINAR

Human Potential Seminars have been conducted on our campus since we began operation--September, 1968. Since that time we have conducted these seminars for over 1,000 persons.

Before I begin discussing the seminars, I would like to acknowledge the contribution of Dr. James McHolland to our program. The H.P. seminars were originally developed by his staff at Kendall College. We received our initial training from Jim and continue to get the benefit of the improvements he has made in the seminar processes since that time.

A. Purpose and Objectives

H.P. seminars emphasize the positive attributes and accomplishments of the participants. The process helps a person "see" and believe in himself as a worthwhile, competent human being. In Rogers' system, he gets much positive regard. In Maslow's system, the process helps him attain self-esteem.

In our emerging human development program we see the H.P. seminar as contributing to several vectors of development:[1]

1. Achieving competence: The process emphasizes the recognition of each person's competencies so that he can develop a greater "sense of competence."

2. Becoming Autonomous: It helps each participant affirm himself and to learn to cope with problems by himself.

3. Establishing Identity: It helps him discover who he is through an indepth look at his attributes and values.

4. Freeing Interpersonal Relationships: Increases awareness and acceptance of other people and their values. Process of sharing increases trust.

5. Clarifying Purpose: The process helps a participant more clearly see the purpose he wants for his present and future life.

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[1]Based upon the work of Arthur E. Chickering in Education & Identity.

6. Developing Integrity: By focusing on a participant's values they become more clear and valid. Congruence becomes possible.

Perhaps more simply, and more clearly, stated are the objectives listed in the Leaders Manual developed by McHolland at Kendall College. "The objectives of the seminars are an increase in:

1. self-affirmation
2. self-motivation
3. self-determination and
4. an empathetic regard for others?

B. Organization:

Responsibility: The student personnel staff is responsible for developing, offering, supervising and evaluating this particular human development course. More specifically, the assistant dean for student personnel services has responsibility for this course.

Course Characteristics: Up to twelve participants are enrolled in each seminar. The seminar usually meets for one two-hour session once a week for eighteen weeks. A few are scheduled for two, two-hour sessions per week for 9 weeks, and occasional week-end sessions are held.

Upon completion of the course the student is awarded two credit hours.

Participants: staff members, community residents, students.

Curriculum: Several occupational programs list H.P. seminars as a recommended elective, and a few require it. Since several four-year schools accept the associate degree in toto it is transferable. Also, a few four-year schools (other than those mentioned above) will accept it as a general education course.

Finances: All salary and other costs are paid out of the student personnel services budget, but we generate over $25,000 per year in income from H.P. seminars.

C. Processes:

While the H.P. Seminars are by no means "sensitivity" or "basic encounter" groups, they do use an encountering process. Self-disclosure and group feedback are important

aspects of the process. The processes we use can be separated into two categories: warming-up and basic. The warm-up exercises vary according to the leader-facilitator and the group that he has. I have spent as many as four sessions just trying to help build some openness and willingness to participate among group members.

The basic processes of our seminars or exercises are:

1. Personal unfoldment
2. Goal setting
3. Acknowledgement and analysis of satisfaction, success, and achievement
4. Value clarification
5. Strength acknowledgement
6. Conflict management
7. Long range goal setting - life planning

In addition, our facilitators may choose to require a personal growth project. A list of projects for a group would include such items as:

1. Choosing a career goal.
2. Overcoming a personal problem through counseling.
3. Overcoming a fear of singing solo before church members.
4. Losing weight.
5. Improving personal appearance.
6. Determining proper solution to marital difficulties through marriage counseling.
7. Overcoming "shyness."
8. Reestablishing communication with a parent (separated from participant through divorce).

D. Staffing

All professional and semi-professional student personnel staff members are trained to lead H.P. seminars. Training consists of participation in a seminar, co-leading with an experienced leader and leading a group under close supervision of an experienced staff member.

E. Materials: No special materials are needed.

F. Evaluation

Every semester participants evaluate the seminars and the leader. Results have always been very positive. A sampling of the results from our most recent report is as follows:

The seminar:	Strongly Agree	Agree
. increased my feelings of self worth	36.4%	53.6%
. helped form the habit of setting measurable goals	22.2%	52.1%
. helped me gain greater degree of control	19.3%	47.9%
. helped me become aware of my values	52.9%	30.7%
. helped me become aware of my strengths	47.9%	42.9%
. helped me realize that conflicts can be managed	18.5%	53.6%

A ranking of "most helpful exercises"

1. Strength acknowledgement
2. Value clarification
3. Goal setting and review

Many individual comments from students say that this was the best class they ever had or more of my classes should be like this one.

Staff reactions indicate that we are convinced of the value of the seminars.

Fulton-Montgomery Community College
Johnstown, New York 12095

Dr. George P. Pilkey
Director of Advisement,
Counseling and Testing

Human Development Instruction at Fulton-Montgomery Community College

Fulton-Montgomery is a comprehensive community college of approximately 1,000 day students and 250 evening students. It serves two counties in a semi-rural area of Upstate New York. It is a commuter college with no residence halls. The college offers liberal arts transfer programs as well as career programs in Nursing, Electrical Technology, Secretarial Science, Accounting, Business Administration and Business Data Processing. In addition to granting Associate degrees in these areas, the college offers one-year certificate programs in Secretarial Studies, Clerk-Typist and General Education. Fulton-Montgomery is an "Open Door" institution which accepts any applicant who holds a high school diploma or high school equivalency certificate.

The Division of Student Personnel at Fulton-Montgomery consists of: the Dean of Students, the Director of Admissions, the Director of Financial Aids, Placement and Transfer Counseling, the Director of Student Activities and the Director of Advisement, Counseling and Testing, whose staff includes two counselors and a Reading/Study Skills specialist. With the exception of the Dean of Students, who is considered a member of the Administration, all members of the Division hold faculty rank and are considered faculty members.

Most of the overall responsibility for formal Human Development instruction at Fulton-Montgomery resides with the Counseling staff although the Dean of Students and other members of the Division of Student Personnel, as well as members of the Teaching Faculty and Administration are active as instructors in Human Development courses. The members of the Counseling Staff perceive their role to be that of Human Growth Facilitators within the Fulton-Montgomery Community. They seek to act as change agents in developing at the college an affirmative climate which will support each member of the community (Students, Faculty, Staff, and Administration) in his or her search for individual fulfillment. This type of environment is for individuals to examine personal values, priorities and goals. For the Counseling Staff at Fulton-Montgomery, the development of this type of climate involves operating simultaneously on several fronts:

1. Working with individual students
2. Working with groups of students (workshops, courses, etc.)
3. Developing and implementing curriculum and programs for students

4. Working with individual faculty members in the classroom
5. Working with groups of faculty (workshops, faculty seminars)
6. Working for institutional change, primarily through membership on faculty committees (winter term, grading policy, curriculum, etc.)
7. Working in the community to offer Personal Growth experiences to church groups, teachers in local school systems, etc.

In all their efforts in these different areas, the counselors seek to operationalize a philosophy of human development based on a positive view of human nature and respect for the individual.

Specific Programs in Human Development Instruction

Seminar on College Life-Academic Advisement Program

Fulton-Montgomery offers a one semester course entitled Seminar on College Life which is required for every entering student. Each section of the course is limited to 15 students and the group leader for each section, who may be a member of the Teaching Faculty, Administration or Division of Student Personnel, serves as academic advisor for the students in his class for the duration of their stay at the college. All the group leader-advisors serve on a voluntary basis. There are 24 Seminar on College Life instructors scheduled for the 1972-73 academic year. Seven of these people are members of the teaching faculty who will have a reduced teaching load in their subject fields and will take responsibility for three sections of Seminar on College Life in the fall semester and one section in the spring semester. The remaining 17 group leader-instructors will each take responsibility for one section of Seminar on College Life in the fall semester in addition to their normal duties.

Seminar on College Life begins with a 2-3 hour Personal Growth Microlab which is held during Orientation. Each class then meets weekly for one hour for the first nine weeks of the semester. This is followed by a three week advisement period in which all Fulton-Montgomery students meet with their advisors to evaluate their progress and select courses for the next semester. Seminar on College Life does not operate according to a standard format. The goals of the course are seen as: 1) the development of a relationship between the student and his advisor 2) Informal contact which encourages students and faculty members to get to know each other as persons, rather than merely as roles 3) A reference group of peers for the entering student 4) An opportunity for the student to strengthen his self-concept through increased awareness of his unique pattern of values, beliefs, abilities and aspirations. Each instructor is aware of these goals and is provided with a Handbook of Small Group Techniques designed to achieve them. This is available simply as a resource, however, as the Counseling Staff has found that the best results are achieved through encouraging each instructor to pursue the goals of the course in his own way. In addition to workshops for the Seminar on College Life instructors at the beginning of the academic year, 20 of the 24 instructors currently in the program have participated in weekend Personal Growth experiences in which they have gained firsthand experience with small group techniques. There are also regular in-service training sessions. Each member of the counseling staff meets bi-weekly with a group of 8 group leader-instructors. Besides providing

an opportunity for the instructors to exchange ideas and discuss problems related to Seminar on College Life, these sessions appear to serve as an integrating influence on the campus since they bring together representatives of all of Fulton-Montgomery's academic division as well as the Administration and Division of Student Personnel. In addition to the Handbook of Small Group Techniques, each Seminar on College Life instructor is provided with an Academic Advisement Handbook.

The Seminar on College Life Academic Advisement program is entering its fifth year at Fulton-Montgomery. One possible indication of its success is the high level of faculty acceptance and participation. In an effort to assess student reaction to the program, an anonymous questionnaire is administered at the conclusion of Seminar on College Life. One of the items on the questionnaire is, "Should we continue to offer Seminar on College Life?" During the four years the program has been in operation, the lowest percentage of favorable responses to this item has been 86% and the results for the 1971-72 academic year indicated 97% favorable responses.

General Education Program

As an "Open Door" college, Fulton-Montgomery admits many students who, because of weak background, limited ability, confusion or lack of confidence, are poorly prepared for traditional college programs. The General Education Program is a one-year certificate program designed to offer these students an opportunity to strengthen their areas of weakness, explore various subject areas and clarify their personal goals. Remedial courses are offered in Reading, English Composition, Algebra and Business Arithmetic. The core of the General Education Program is a sequence of two courses in Human Development Instruction. The first of these, titled Personal Development, is designed to provide the student with an opportunity to develop greater confidence and a sense of direction. The principle phases of the program are: examination of past successes and the expression of a personal definition of success, listing of personal strengths and resources and clarification of values. Each student also participates in weekly goal setting and variety of personal growth projects. Each Personal Development class is limited to 10 participants and meets for 1 & 1/2 hours twice each week under the leadership of a member of the Counseling Staff.

Upon completion of Personal Development, a General Education student may choose to enroll in Educational and Vocational Exploration, which is another small group experience

conducted by members of the Counseling Staff. This course builds upon the learnings of Personal Development as the class explores the World of Work. In addition to gaining further knowledge of himself, it is hoped that the student will acquire occupational information and, more important, a system for evaluating occupations as they relate to his unique combination of attitudes, interests and abilities. Instructors in this course have utilized John Holland's classification system as a tool for self-evaluation and evaluation of occupations. Recognizing that there are limits to occupational exploration within a classroom, instructors require that students go out into the community, equipped with tape recorders, to interview people in various occupations.

Evaluation of both Personal Development and Educational and Occupational Exploration has been limited to anonymous student questionnaires. The results of this research indicate that a large majority of students who take these two courses feel that they have benefited from them and do not regret having enrolled in them.

Additional Human Development Courses

Achievement Motivation Seminar

Fulton-Montgomery has instituted an experimental Intersession or "Winter Term" for the 1972-73 academic year. This special session will offer students and members of the community the opportunity for three weeks of concentrated study in a particular area. Both credit and non-credit courses will be offered. Among the credit courses will be an Achievement Motivation Seminar, offered by the Dean of Students and a member of the Counseling Staff. In this course each participant will have the opportunity, in a positive, supportive atmosphere, to examine his pattern of success and become more aware of his strengths, particularly those he wishes to develop more fully. In addition, participants will work at clarifying their personal values and developing more effective methods of conflict management. The goal of the seminar is to provide students with an opportunity to more fully develop their potential and achieve a more self-directed style of living. The Achievement Motivation Seminar has also been offered on a non-credit basis through Fulton-Montgomery's Extension Division.

The Art of Loving

Since an important part of a person's development involves the ability to form satisfying human relationships, it seems

appropriate that colleges attempt to provide learning experiences in this area. During the three-week "Winter Term" just mentioned, a three credit interdisciplinary course entitled The Art of Loving will be offered by the Divisions of Student Personnel and Humanities at Fulton-Montgomery. This course will focus on the topic of love from the perspectives of literature, the behavioral sciences and direct experiential learning. It is hoped that, as a result of this experience, students will increase their capacity to give and receive love and develop deeper, more constructive relationships.

Human Relations and Group Dynamics

The Division of Student Personnel at Fulton-Montgomery recently proposed a three credit liberal arts course in Human Relations and Group Dynamics which was approved by the faculty and will be offered during the 1972-73 academic year. This course will focus primarily on interpersonal communication sessions (experiential learning) as well as lectures and discussions. Human Relations and Group Dynamics will be made available to Extension students as well as full-time day students.

Faculty Workshops and Seminars

For several years the Counseling Staff has offered Personal Growth experiences for faculty members. At present, approximately 2/3 of the Faculty and Administration and a member of the college's Board of Trustees have participated in weekend Achievement Motivation Seminars of the type described earlier. It is important to note that participation in these workshops has always been voluntary. Initially these workshops were run by outside consultants but now several Student Personnel workers and faculty members are trained to lead them. It should be mentioned that the college has had a most productive relationship with the W. Clement and Jessie V. Stone Foundation of Chicago, Illinois, the originators of the Achievement Motivation Program. Faculty reaction to the Achievement Motivation Seminars has been overwhelmingly positive and the seminars appear to have been successful in four areas: 1) Personal growth of the participants 2) Promotion of awareness of student needs and creative innovation in teaching 3) Improvement in faculty morale and working relationships 4) Increased Faculty and Administration awareness of the objectives and contributions of the Division of Student Personnel. Achievement Motivation Seminars have also been conducted for members of the Secretarial staff and plans are being formulated for a workshop for the Maintenance staff.

As follow-up to the weekend Achievement Motivation Seminars, the Counseling staff has coordinated a series of two hour Seminars on Innovative Teaching which are usually held in the late afternoon. These seminars are designed to offer faculty members an opportunity to share ideas and points of view regarding classroom teaching. They are also intended to reinforce and encourage faculty members who are experimenting with new classroom techniques by providing them with an opportunity to describe their work. Topics presented at these seminars have included: Classroom climate and its relationship to learning, Behavioral objectives, Contract grading, Affective education and Small group techniques for the classroom. Although the counseling staff has made presentations at seminars, its role is primarily that of catalyst and coordinator.

Teacher-Counselor Cooperative Efforts

The counselors at Fulton-Montgomery have worked with faculty for some time as consultants, both formally and informally. Recently, however, they have begun to actually "team up" with teaching faculty in the classroom, particularly in the area of experiential learning. Some of the courses in which this has occurred are: General Psychology, Developmental Psychology, Abnormal Psychology and Business Organization and Management. The 1972-73 academic year will see expanded efforts in this area, particularly in the General Education program where the counselors will be working with instructors in Reading and College Preparatory English.

Human Development Instruction in the Community

The Division of Student Personnel has been quite active in offering Personal Growth experiences to the community. A variety of Human Development programs have been run for: Churches, Youth Centers, Drug Prevention Programs and Teachers. Several members of the Division as well as interested faculty members have formed a private consulting partnership for the specific purpose of extending Human Development Instruction into the community. This group is particularly interested in working with teachers in the local schools and has already begun work in this area.

ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY

STUDENT SERVICES DIVISION

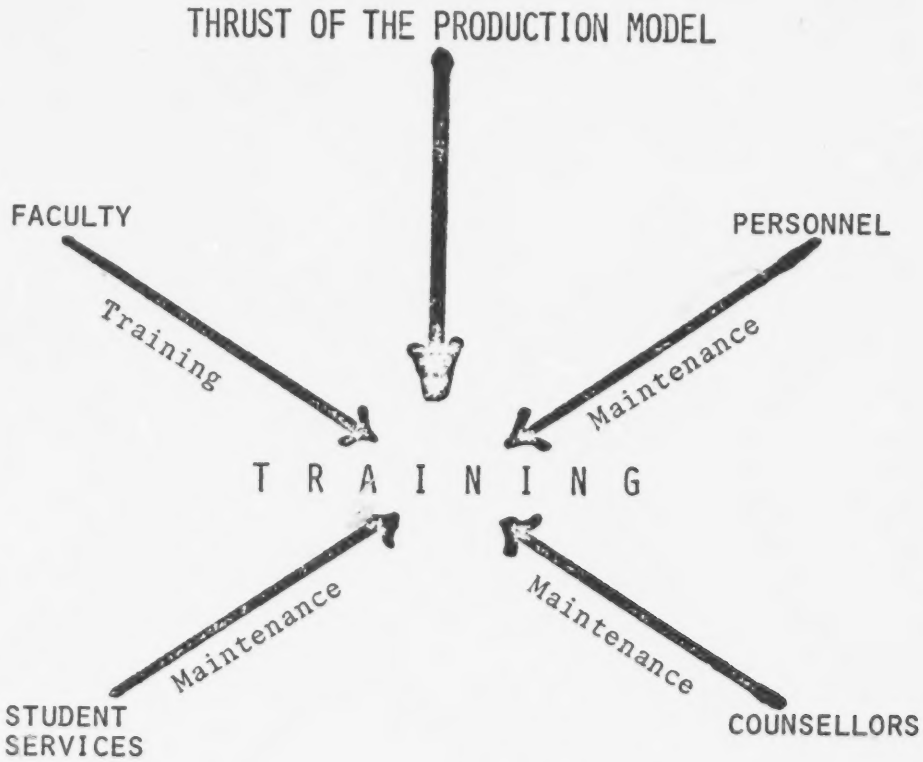
EXCEPTIONAL PRACTICES FOR STUDENT DEVELOPMENT

DR. R. F. GIROUX
DEAN OF STUDENTS
ST. CLAIR COLLEGE OF APPLIED
ARTS & TECHNOLOGY
WINDSOR, ONTARIO
CANADA

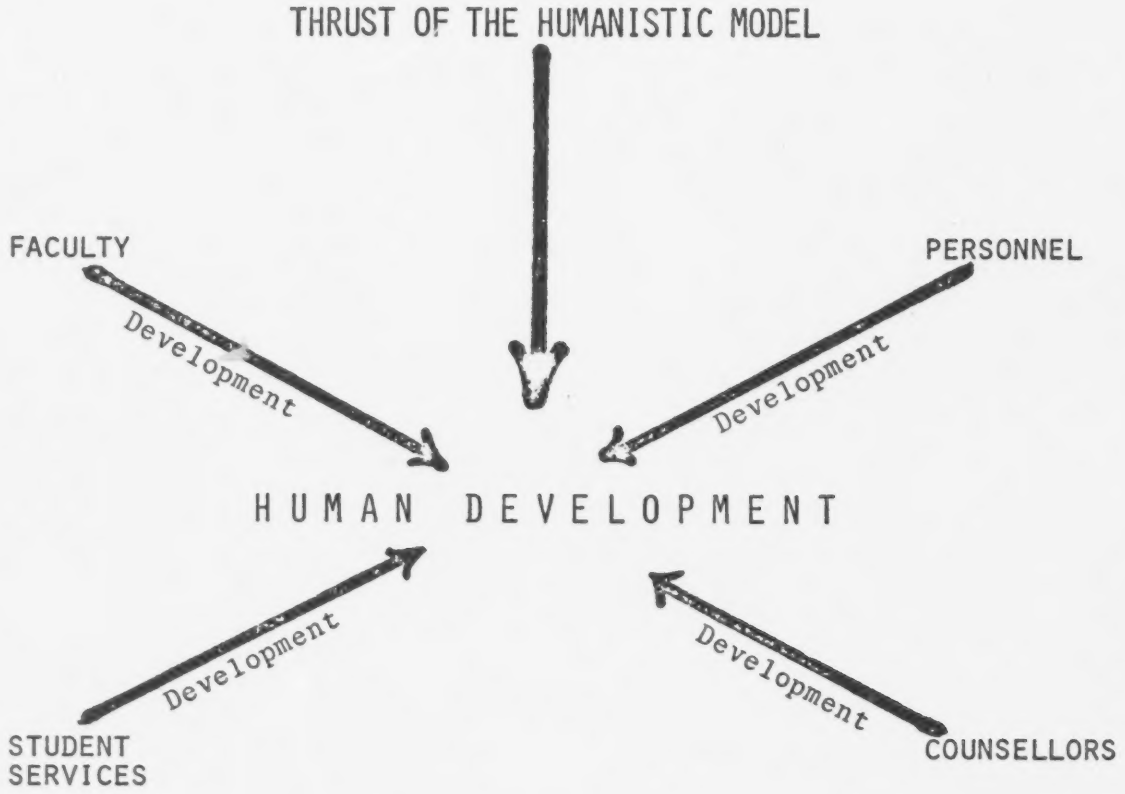
SECTION I

MODELS FOR STUDENT PERSONNEL PROGRAM

THE PRODUCTION MODEL



THE HUMANISTIC MODEL



PRODUCTION MODEL

IMPLICATIONS

-- FIND INDIVIDUAL HUMANISTIC STAFF MEMBERS AND WORK WITH THEM

-- EDUCATE DECISION MAKERS

-- CREATIVE STUDENT PERSONNEL WORKERS ARE STIFLED

CHARACTERISTICS

-- IVORY TOWER SYNDROME

-- CONCERNED WITH STANDARD

-- ALL ARE VIEWED AS SERVICE (SERVANTS) EXCEPT TRAINERS (FACULTY)

-- ACADEMIC (TRAINING IS SACRED)

-- TOTAL DEVELOPMENT TAKES PLACE IN CLASSROOM

-- STUDENT PERSONNEL

-- WANT TO WORK WITH BEST CLASS - STUDENTS WHO WILL MAKE IT WITHOUT US

HUMANISTIC MODEL

IMPLICATIONS

-- OPPORTUNITY TO USE COUNSELORS AND STUDENT PERSONNEL WORKER IN CREATIVE WAYS

-- CREATIVE PROGRAMS AIMED AT TOTAL DEVELOPMENT CAN BE DEVELOPED

-- MAINTAINENCE TYPES WILL NOT SURVIVE

-- FIND HUMANISTIC

CHARACTERISTICS

-- CONCERNED WITH HUMAN DEVELOPMENT

-- USES EVERY RESOURCE IN INSTITUTION AS CONTRIBUTOR TO DEVELOPMENT

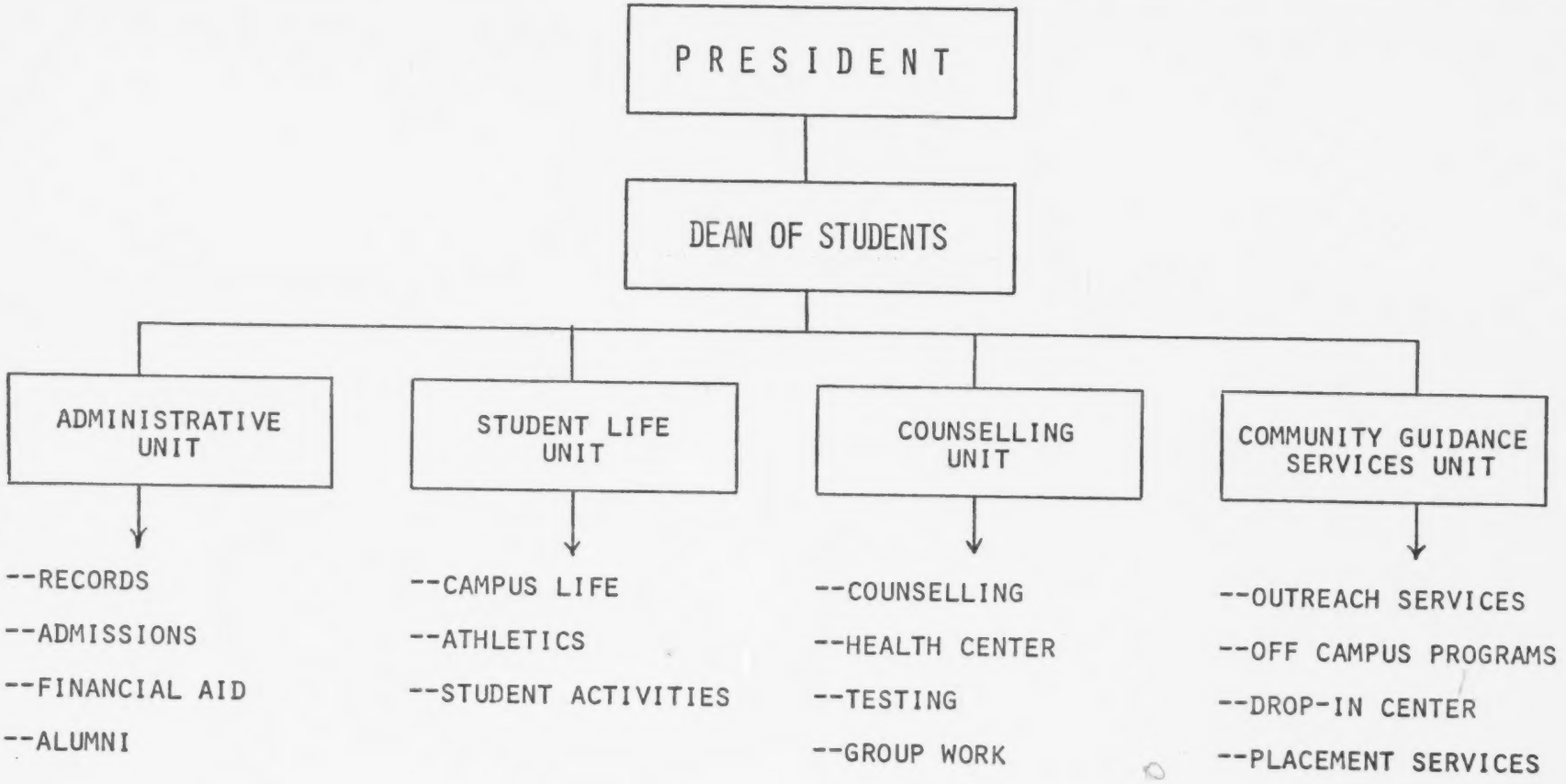
-- USE TOTAL EXPERTISE AND ENERGY

-- TOTAL FOCUS ON HUMAN POTENTIAL

-- COMMITTMENT TO BOTH AFFECTIVE AND COGNITIVE LEARNING

THE HUMANISTIC MODEL OF STUDENT SERVICES

(FOCUS ON DEVELOPMENT)



COUNSELLING MODEL

(WITHIN THE COLLEGE)

PHASE I	PHASE II	PHASE III
COUNSELLING CENTRE	DECENTRALIZED	GYPSY
1. COORDINATION	1. HOUSED WITH FACULTY AND STUDENTS	1. ACTION
2. IN-SERVICE TRAINING		
3. STAFF DEVELOPMENT		

COUNSELLING MODEL

(WITHIN THE COMMUNITY)

PHASE IV	PHASE V
DROP-IN CENTRE	OUTREACH VEHICLE
1. STORE FRONT	1. COMMUNITY WALLS
2. COUNSELLING	2. CONTACT WITH AGENCIES
3. TESTING	3. COUNSELLING
4. REFERRAL	4. TESTING
	5. REFERRAL
	6. ACADEMIC SERVICES

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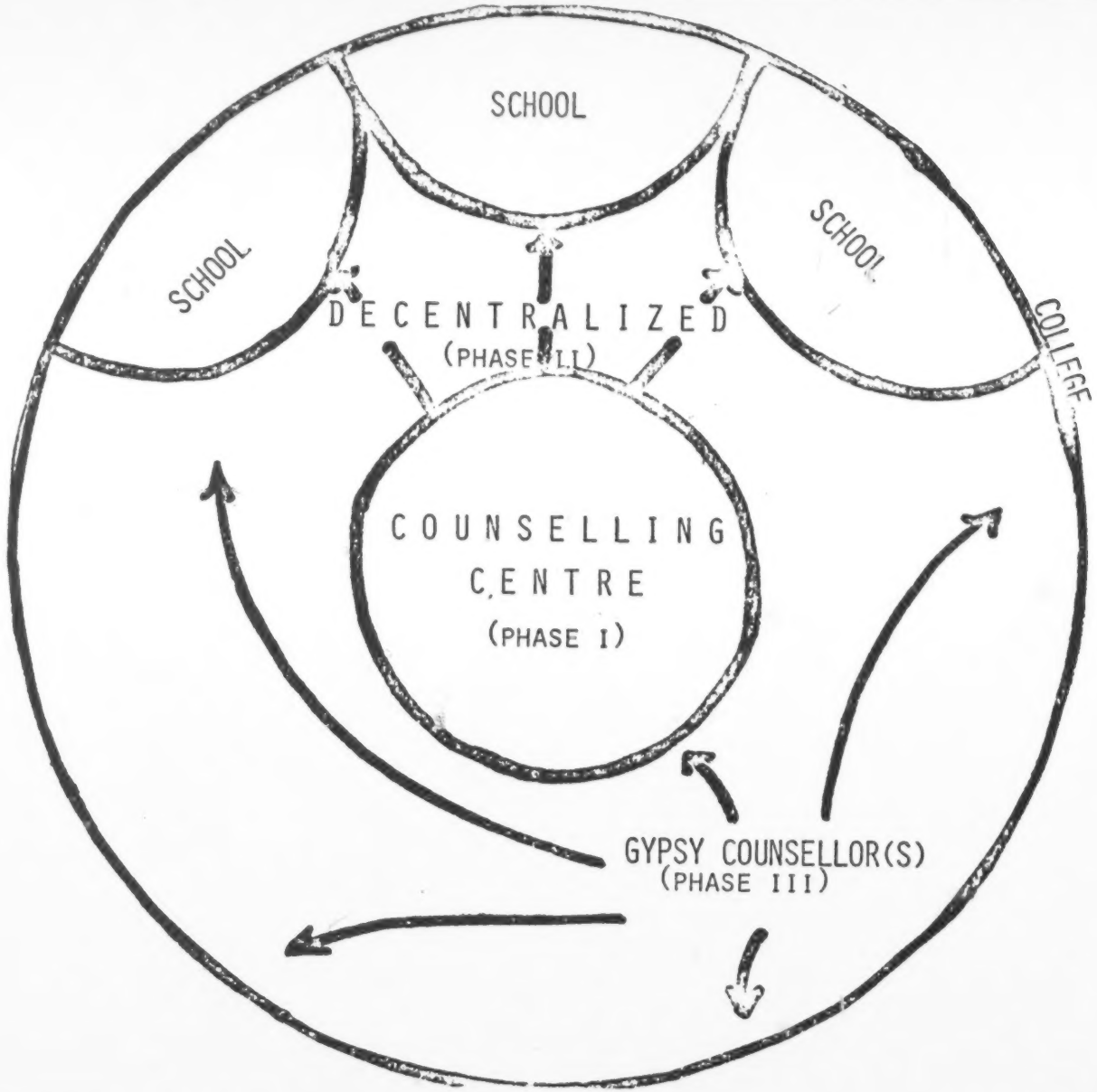
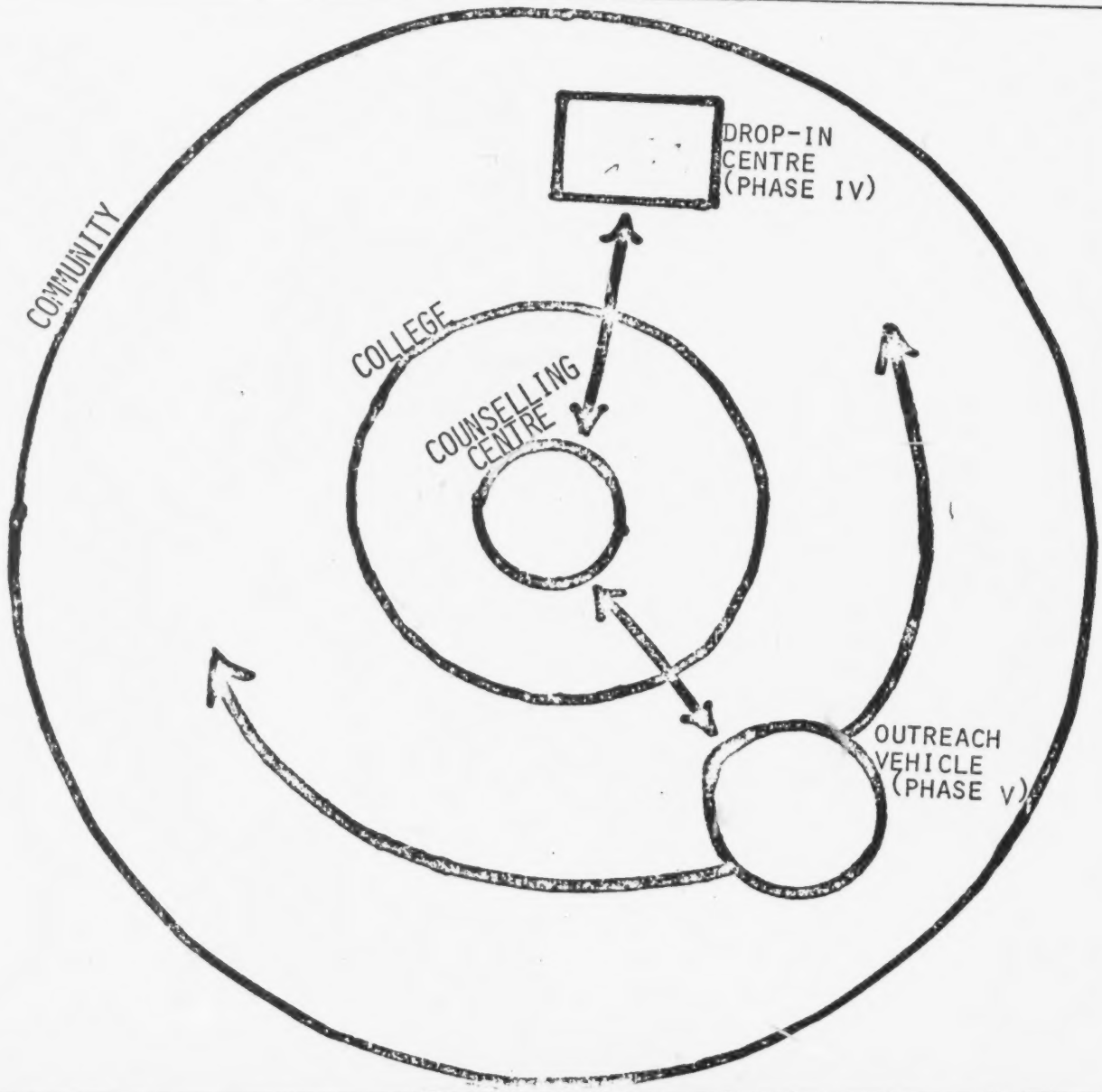
COUNSELLING MODEL

(WITHIN THE COLLEGE)

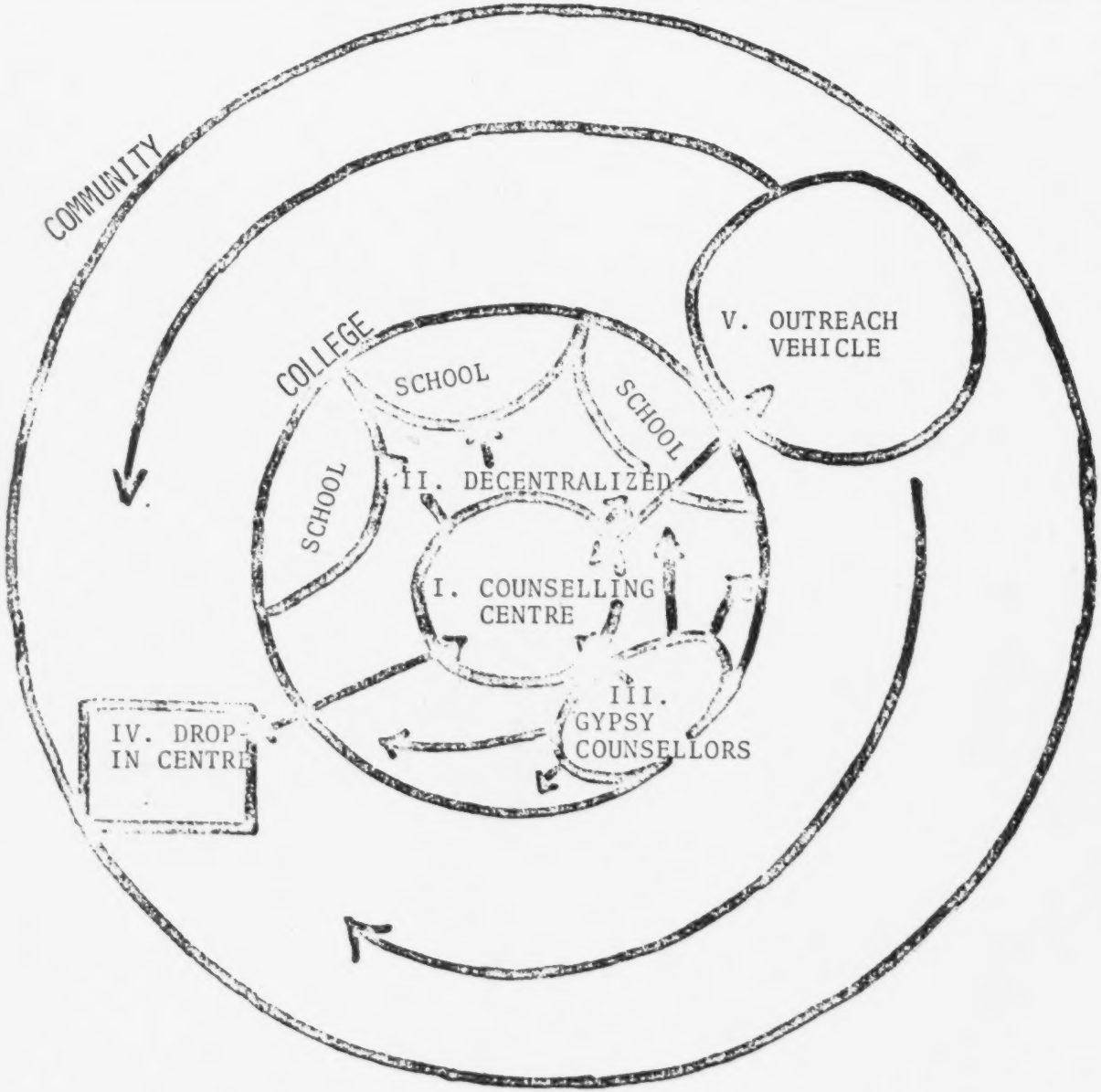


COUNSELLING MODEL

(WITHIN THE COMMUNITY)



TOTAL COUNSELLING MODEL



EXCEPTIONAL PRACTICES

COUNSELLING UNIT

CO-ORDINATOR:

B. L. DESBIENS

DIRECTOR

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: HUMAN POTENTIAL LIVE IN FOR TECHNOLOGY STUDENTS

PURPOSE:

1. To improve self concept of students.
2. To improve self motivation and self determination of students.
3. To improve empathetic regard for others of students.
4. To establish rapport and relationship between faculty and students.

DESCRIPTION:

1. A two day live-in of fifty students and faculty members directed by the faculty in conjunction with the counsellor of the area.
2. Faculty members will be facilitators of small groups.
3. Faculty members along with the counsellor will first of all go through the program.
4. The emphasis of the program will be to reinforce the strength of the individuals.

EVALUATION:

1. Creates an open and warm relationship between students and faculty.
2. Creates a close relationship between counsellor and faculty.
3. Provides the students with a sense of belonging and acceptance.
4. Will initiate academic and vocational counselling of the students.
5. Will motivate the students to achieve academically.

T. Bicknell

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: TEACHING (RELATED FIELDS)

PURPOSE:

1. To provide students with an opportunity to develop skills in specific field.
2. Creativity.

DESCRIPTION:

1. Provides an atmosphere for the student to develop skills in the field of medicine.
2. Instill a sense of responsibility towards chosen profession.
3. Projects (such as practice teaching), assists the student to become creative, explore with the knowledge acquired.

EVALUATION:

1. Provides an opportunity for the teacher to interpret subject material.
2. Students develop an awareness of environment and others.
3. Students develop a knowledge of health services at St. Clair and the medical field in general.

P. Bain

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: MATURE WOMENS GROUP

PURPOSE:

1. To help reduce test anxiety
2. To give reference group
3. To help reinforce decision to return to school
4. To work through educational, social, personal difficulties.

DESCRIPTION:

Meet on regular basis with group of mature older women who have returned to a retraining program in order to seek employment.

EVALUATION:

Builds confidence, reduces anxiety and seems to aid in maintaining these individuals in school.

M. Sprague

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: RELAXATION AND SENSORY AWARENESS TRAINING GROUP

PURPOSE:

1. To teach a relaxation technique
2. To teach highly tense and withdrawn students to feel comfortable in the presence of others and especially in the presence of the other sex.

DESCRIPTION:

1. The technique of relaxation taught was the Yoga technique of muscular constriction and relaxation from the head of the body through to the feet under the direction of one person in an environment of low light and soft music (similar to the technique used in systematic desensitization).
2. Sensory awareness exercises and games were used to bring students in contact with each other proceeding from the less threatening to more threatening over a long period of time.
3. Students were screened and were given an outline of the objectives and methods of the group. At any time within the group they were free to opt out of any particular exercise or game.
4. Verbalization of feelings was encouraged at any time but not insisted upon.
5. Each student was followed up on an individual counselling basis with the conclusion of the semester.

EVALUATION:

1. Students did acquire a facility to relax which was carried over into their life situation.
2. Withdrawn students and those who found emotional and physical expression difficult discovered their ability to relate in this way and in general learned how to be comfortable in the presence of others.

T. Bicknell

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: HUMAN RELATIONS GROUPS

PURPOSE:

1. To provide an appropriate environment for troubled students to reach out to others.
2. To develop students skills to communicate and receive non-verbal communications.
3. To assist individuals in building trust in others.
4. To help individuals become aware of their strengths and abilities.
5. To assist in working through relationships and hopefully establishing one or more meaningful relationships.

DESCRIPTION:

A 15 hour Human Relations Workshop was held at a retreat house on Saturday from 9:00 a.m. to midnight. The group was made up of referrals from counselling and volunteers. Two trained counsellor group leaders led group in non-verbal, trust and acceptance exercises. These were followed by feedback sessions. Simulations such as feeling game and sharing exercises were used. Relaxation techniques of Laszarus were utilized as well as a summation approach.

EVALUATION:

1. Follow-up questionnaire indicated that all purposes were accomplished.
2. Many of the relationships initiated have continued to develop as indicated by socializing, parties, dating, changes in interactions with counsellors.
3. The individuals have not required as extensive counselling and appear to be more confident in relationships, and also have performed significantly better in classes.
4. The non-verbal exercises seemed most effective. Also the positive attitude suggested throughout, in particular through relaxation exercise, seemed to have strong carry over.

B. Desbiens

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: GROUPWORK

PURPOSE:

1. To provide free open environment for change.
2. To provide opportunity to try on new behaviour.
3. To provide reference group to seek help.
4. To work on any developmental task one wishes.

DESCRIPTION:

The Counselling Centre conducts the following types of groups:

(1) Encounter
(2) Sensory and Relaxation
(3) Yoga
(4) Human Potential

All groups are co-facilitated by trained professionals. All participants are screened and followed up on.

EVALUATION:

The major successes have been in enabling students to perform better socially, to enable them to ventilate and relate on more meaningful levels and to gain a greater insight into themselves while discovering a more deep felt yet real repertoire of behaviour.

B. Calder

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: LEADERSHIP TRAINING PROGRAM

PURPOSE:

1. To develop students confidence in leading a group of freshmen students.
2. To develop skills in how to conduct group discussion.
3. To enhance individual's image of themselves.
4. To make aware of individual behavioural types and how to handle these students.
5. To make knowledgeable about college and difficulties experienced by students.

DESCRIPTION:

A three evening series of workshops were conducted by a counsellor. The focus of the exercises were:

(1) how does it feel to be a freshman
(2) how do groups work
(3) what kinds of roles do people play
(4) how to organize a group
(5) what are my strengths and weaknesses as a group leader
(6) information about college - tours, and paper handout.

The workshops were all simulated experiences and role playing was followed by feedback.

EVALUATION:

Students were more confident in leadership abilities. They were excited about group dynamics and their jobs. They performed task as leaders very well. They also seemed to relate to others more effectively and felt they were communicating more adequately.

B. Desbiens

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: FRESHMAN SEMINAR

PURPOSE:

1. To provide environment for free exchange.
2. To provide sufficient information to assist students to make career and course selections.
3. To help students express concerns and difficulties.
4. To provide a staff member for students to seek out as aid.

DESCRIPTION:

This is a one or two hour course offered either only first semester or total first year. A faculty member co-ordinates activities - speakers, films, industrial visits, panels, etc. and allows counsellor to meet either formally or informally with classes on regular basis.

EVALUATION:

This has been a highly successful arrangement for articulating counselling and establishing relations. It is felt that in one school the withdrawal rate has diminished by 12% due in large part to this program. Counselling contacts have increased as a direct result as has the proper image of counselling.

B. Desbiens

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: TEAM TEACHING

PURPOSE:

1. To bring counselling resources to classroom setting.
2. To help students explore broad range of alternatives from objective viewpoint.

DESCRIPTION:

The counsellor and faculty member team up to combine resources in order to better prepare and present a course such as Career Development and Planning.

EVALUATION:

Counsellors seem to be able to give broader yet more human approach to subject. Their skills at group discussions, and knowledge of systems and environmental influences are valuable.

B. Calder

EXCEPTIONAL PRACTICES

CAMPUS LIFE UNIT

CO-ORDINATOR:

A. E. HOFFMAN

DIRECTOR

TITLE: LEADERSHIP TRAINING

PURPOSE:

1. To provide students with management techniques and organizational systems.
2. To promote programs at the college with student ideas and leadership.
3. To develop attitudes of self-worth, mutual respect and concern for others and a sense of commitment to the college community.
4. To provide the students with an awareness of each other and with an awareness for the benefits of developing, completing and evaluating projects as leaders.
5. Development of one's self concept (knowledge of one's strengths).
6. Increase of sensitivity to other people or awareness of other people's needs.

DESCRIPTION:

1. Must select or be involved in an approved co-curricular activity approved by instructor.
2. Must meet your advisor for a weekly seminar or tutorial as arranged by advisor for progress report.
3. Must attend two institutes organized in conjunction with the program as well as complete the directed study.
4. Must complete self-evaluation for mid term requirement, (according to designated criteria)
5. Must complete a comprehensive research project related to evaluating your field work experience according to outline.

TITLE: CREDIT INTERNSHIP ON PROJECTS

PURPOSE:

1. Experience in a business situation.
2. Out-of-the-classroom experience in real work situations.
3. Provides financial aid through jobs.
4. Exposes students to problems of constructing and financing a building from the conception of the idea to the building completion.

DESCRIPTION:

1. Idea of Amphitheatre - architectural students designed it and provided the working drawings for the contractor.
2. Idea of an arena - business students conducted a feasibility study to see if the students could finance and build such a facility.
3. Both project ideas originated outside the academic area but students worked with both the athletics department and the activities department in completing the study. The buildings themselves will be used primarily by the athletics department and the activities department.

EVALUATION:

1. A person can gain and see more of what they are doing by actually working in the area that is related to their course. (Example: Theatre Arts work with concerts, etc.)

D. Millmun

EXCEPTIONAL PRACTICES

COMMUNITY GUIDANCE SERVICES UNIT

CO-ORDINATOR:

G. E. LUCIER

DIRECTOR

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: RESIDENTIAL SCHOOL

PURPOSE:

1. To habilitate disoriented youth.
2. To offer academic upgrading.
3. To offer improved life skills.

DESCRIPTION:

1. The students are offered a supportive envirnment among other young people who are in the same predicament.
2. The students engage in learning experiences intended to upgrade them academically.
   Straight academic instruction is offered in English, Mathematics Science and Social Science. Wherever possible, academic instruction is re-inforced through practical application of the newly acquired skills.
3. The students are offered a modified course in Life Skills intended to teach them natural environmental and social skills, a means to re-integrate them into the productive fabric in a creative way.

EVALUATION:

Re-integrates young people into society in a meaningful and productive way.

G. Bullied

TWIN VALLEYS PROGRAM

1. Purpose, Objectives, Goals of Program

The habilitation of young people who had been involved with the non-medical use of drugs and/or had experienced socio-psychological problems. The aim is to help the student come closer to nature, closer to the primordial forces and thereby to find new meaning in a human existence seen as part of a symbiosis of life. This becomes a critical issue in the habilitation of young people who have lost contact with the forces of life and have become alienated from nature and society.

2. Importance or Value of Program

a. To Educators

Community Guidance Services of St. Clair College participates in the habilitation program. Currently, twelve students are involved. The instruction program offered deviates from the Off-Campus College Prep Program to make allowance for the special conditions involved with these students.

b. To Society

The program is intended to re-integrate school age students, to make them creative in a social setting. This program will serve to adjust the students to life with people of all ages and make them self-supporting members of society.

c. Other

The Program is receiving financial support from Ontario Social and Family Services and has the use of some ancilliary facilities of St. Clair College. Other social agencies, such as After-care Services, Family Court and Childern's Aid have extended support and have displayed considerable interest.

3. Description of Program

a. Center

The Twin Valley Program was initiated in September of 1971 with 100 acre farm near Rodney, Ontario. The students are engaged in building their own living quarters which are designed as geodesic dome units consisting of two domes joined by a connecting building.

The students have commenced work on planting trees, damming a small stream to form a fish hatchery and to allow for a flooded field to grow wild rice. Vegetable gardens have been started, roads are being built, staff-housing is currently under construction and hydro-electric power has been extended to the buildings.

b. Functions

Twin Valleys is a centre for youths with disfunctional social, psychological or spiritual conditions. The very fact that these young people have this problem clearly implies that they are disoriented with respect to their social and natural environment, that they lack a sense of personal identity, practical experiental or academic skills.

c. Activities

1. The students are offered a supportive environment among other young people who are in the same predicament.

2. The students engage in learning experiences intended to upgrade them academically.

Straight academic instruction is offered in English, Mathematics Science and Social Science. Wherever possible, academic instruction is re-inforced through practical application of the newly acquired skills.

3. The students are offered a modified course in Life Skills intended to teach them natural environmental and social skills, a means to re-integrate them into the productive fabric of society in a creative way suitable to their individual potential, character, and talent.

4. Subjective Evaluation of Success of Program

It is by far too early to speak of "success" with this program. Current indications are that the program has great potential with this particular type of population, but suffers from a lack of financial support and adequate staffing.
I believe this program should be regarded as a "research project" with emphasis placed on innovative techniques evolved, rather than "success". (The V-2 rockets of World War 11 were hardly a "success", but they opened the door to interplanetary travel).

5. Recommendations Which Would Improve Program

1. Better funding is crucial. The program operates on a shoe string budget and shaky credit arrangements.
2. The proper publicity can be instrumental to achieve the goal set above. This would involve news media as well as academic publications and research.
3. Additional staff is required, including a "business manager" who can look after the paperwork.
4. Closer liaison with the College Prep Program and Outreach Services.

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: PROJECTING COLLEGE FACILITIES

PURPOSE:

1. Identifies services required.
2. Extends testing and counselling services to distant locations.
3. Coordiantes agency services.

DESCRIPTION:

1. Arranges for workshop seminars on Outreach philosophy.
2. Identifies and categorizes specific needs to be met by the College.
3. Encourages, assists and develops innovative approaches.
4. Conducts vocational and educational testing and counselling.
5. Establishes liaison between St. Clair College and local industries.
6. Coordinates dispersal of newly acquired community data to appropriate agencies.
7. Counsels local residents currently in federal penitentiaries.
8. Coordinates educational services and transfer credits for inmates of federal penitentiaries.
9. Establishes liaison with citizens' committee organizations.

EVALUATION: (What impact practices should have on Human Development)
Extends campus facilities to inaccessible locations.
Coordinates agency efforts for maximum effect.

E. Masney

OUTREACH PROGRAM

1. Purpose, Objectives, Goals of Program

Purchsed in the summer of 1971, the vehicle was a re-affirmation of the College's responsibility to all of Essex and Kent Counties. Rather than being limited to the College's campuses at Windsor and Chatham, the vehicle reaches into the Community.

2. Importance or Value of Program

a. To Educators

The vehicle serves -

1. As a facilitator for current College programs, and
2. As an outpost of St. Clair College in the towns and rural areas of Essex and Kent.

b. To Society

The vehicle serves -

1. As a social animator for the two counties.
2. As a sensor of community needs which were not previously apparent,
3. As a counselling service agency for those who seek educational or vocational opportunities which can be facilitated by the college.

3. Description of Program

a. Center

1971 Winnebago mobile home, 27 feet long, equipped with auxilliary generator producing 110V AC current, propane heater, air-conditioning; storage for instruction, testing and information materials; Thermo-fax copier, slide projector, 16mm sound projector, portable overhead transparency projector, viewing screen; portable blackboard, fold-down testing tables; furnishings suitable for meetings or clssroom, facilities for serving refreshments.

b. Functions

The main function of the Outreach Services Vehicle is to promulgate the synergistic effect of St. Clair College philosophy within and beyond the boundaries of the City of Windsor.

As such, the vehicle visits the cities and towns of the two counties.

c. Activities

1. Arranges for workshop seminars on Outreach philosophy
2. Acts as a support service for the developing Thames Campus of St. Clair College at Chatham.
3. Identifies and categorizes specific needs to be met by the College in communities outside of Windsor.
4. Encourages, assists and develops innovative approaches such as the St. Leonard's "Employment Preparation Course" which developed into COPE, Crossroad Human Growth Community "Re-Entry Plan" and the Twin Valleys School.
5. Conducts extensive vocational and educational testing and counselling for the College and Canada Manpower.
6. Establishes liaison between St. Clair College Adult Education facilities and local industries.
7. Coordinates dispersal of newly acquired community data to appropriate agencies such as Provincial Secretary-Citizenship Branch and Community Development Branch, Dept. of Ed.-Youth & Recreation Branch, Federal Department of Secretary of State, Department of Correctional Services, Department of Labour, National Parole Board, and local social service agencies.
8. Counsels local residents currently in federal penitentiaries on the educational employment and housing services available to them upon release.
9. Initiates dialogue to coordinate educational services and transfer credits among Loyalist College in Belleville, St. Lawrence College in Kingston and St. Clair College in Windsor for inmates currently in federal penitentiaries.
10. Establishes liaison with citizens' committee organizations in the area.

4. Subjective Evaluation of Success of Program

1. Vehicle provides services and facilities of the College to the Community, which is the emerging philosophy of tomorrow.
2. Contacts have been made and maintained with agencies coordinating their efforts to produce better service.
3. Eminently successful in spearheading a new philosophy, but handicapped by lack of items listed next.

5. Recommendations Which Would Improve Program

1. That staff be made full time.
2. That part-time staff be employed to expand the program's effectiveness in making and maintaining contacts in the various communities.
3. Additional equipment be purchased, such as a public address system, a radio, playback tape-deck, two way communication equipment, a movie and still camera, recording facilities.
4. Greater publicity of current and upcoming programs and activities.
5. Access to a professional public relations consultant.
6. Greater coordination with other college services.

DESCRIPTION OF EXCEPTIONAL PRACTICES

TITLE: COMMUNITY WALK-IN CENTRE

(TESTING & COUNSELLING)

PURPOSE:

1. To develop and administer a comprehensive community counselling centre.
2. To establish adequate communication systems with community agencies concerned with educational, vocational, & personal problems in the community.
3. To inform the community of the Walk-In Centre and its services.
4. To assist agencies in the College and the community service projects.

DESCRIPTION:

Personal interviews. Educational Guidance & Counselling. Vocational information. Testing & appraisal of abilities. Interests & Aptitudes. Information on Educational Opportunities in this area. Referral to other community services or agencies for additional specialized assistance. Department of Labour testing for apprenticeship training; Canada Manpower Centre (Federal Employment Agency); Vocational Rehabilitation Services and Workmen's Compensation referrals are counselled.

EVALUATION: (What impact practices "should have" on Human Developmnet)

To provide a reliable service that is oriented to individual needs and objectives for people of all ages.
Developmental guidance approach related to personal evaluation, and academic and vocational direction.

Michael Pidruchny

OFF CAMPUS COLLEGE PREP PROGRAM

1. Purpose, Objectives, Goals of Program

The short term aim is to enroll individuals who are not served by, or do not qualify under, existing education or training programs. Furthermore, in order to be accepted, the student has to be serviced by a recognized community agency on a continuing basis. The program serves about 200 socially disadvantaged adults who are upgraded in academic and life skills during a 15 to 30 week period, allowing them to become self-sufficient and/or lead more meaningful lives.

"The welfare system is increasingly unable to deal with the needs of its clients...."

2. Importance or Value of Program

a. To Educators

1. Education is freed from vocational orientation, which however, remains as an option.

2. Instructional methodology and instructor qualifications are freed to find an independent equilibrium between the community of students and society at large.

b. To Society

1. Education becomes a life long process with continuous intake and discharge, without locked-in programs or calendar restrictions except for vocational training where such structuring may become inescapable.

2. The college goes out to meet the community - in whatever location they may happen to be and utilizes whatever housing is available, subject only to the need for special instructional facilities.

3. The curriculum is not imposed from above, but adjusts to the requirements of the community serviced. In effect this implies the identification of unarticulated needs of a community and feedback for constant curriculum adjustment.

4. Formal admission requirements give way to upgrading from any academic level.

5. The college assumes the role of guide and spokesmen for the various needs of the community serviced.

c. Other

1. The socially disadvantaged include not only the under-educated but also various minority groups which require special facilities which the exisiting educational system is not equipped to supply.

2. The lack of these facilities causes disruptive social manifestations in terms of racial problems, poverty problems, mental health problems, discrimination problems, and other forms of wasted human potential.

3. Ultimately all this leads to financial burdens upon society which exceed the likely cost of a viable solution, quite apart from any humanitarian or moral considerations.

3. Description of Program

a. Center

The Off-Campus College Preparatory Program operates from two church basements and a community centre, all in the core area of the City of Windsor, and a drug rehabilitation farm for young addicts in Essex County. We currently instruct about 150 students. The number of students fluctuates because of continuous intake and outflow.

b. Functions

The community college assumes responsibility for a symbiotic arrangement among various traditional community service functions and matches them to specific community needs in a synergistic ecology.

> "....the need of these groups (the socially disadvantaged) cannot be met by one agency alone, but require an integration of welfare, education, recreation, rehabilitation and other services.... The most appropriate concepts and techniques from education, social work, psychology and other behavioral sciences could be integrated into new

types of programs far more effective than the single discipline approach of social agencies today."

c. Activities

Each location supplies instruction in two areas:

The academic area which encompasses communication and computational skills, and

the life skills area which seeks to enable the student to cope better with the challenges of modern life.

4. Subjective Evaluation of Success of Program

It is too early to evaluate the success of the program in a scientifically meaningful way. This will become possible in about a year's time. Subjectively, I would consider the program to be an eminent success in terms of the service provided. Very good work has been accomplished under trying circumstances, students have "graduated", services are being constantly improved, public acceptance has been very high.

5. Recommendations Which Would Improve Program

1. The program needs a secure financial basis which would give it a degree of stability and allow for planning.

2. The program needs a great deal of publicity within and without the college.

3. The program needs action oriented research, including curriculum prescriptions.

4. The program needs improved communication procedures.

5. Some of the groups are getting too large for effective instruction and should be split up as soon as possible.

6. Instructors should be offered adequate orientation before meeting their charges.

El Centro College
Dallas, Texas

Dr. Jerry Wesson
Chairman, Human Development Division

HUMAN DEVELOPMENT DIVISION
EL CENTRO COLLEGE
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Purpose of Human Development

Before one can discuss the purpose of human development instruction, he might want to explore the purposes of attending college. It appears that the reasons why one goes to college are very simple. For example, not many students attend El Centro College to study drafting; they are attending college to become a draftsman. Also, one seldom hears students say they were at El Centro College to study nursing, but rather they were in school to become a nurse. The same thing may be said by the students in Computer Technology, mid-management, or any other technical program.

Human Development could also develop this theory of learning. It is apparent to many HD instructors that the students in their HD classes are not there to study human development per say, but to learn how to develop into a more fully functioning human being.

Related to this concept is B. Lamar Johnson's study of the early '60's. Johnson found that over 90% of the individuals who were unsuccessful in their jobs were unsuccessful not because of a lack of knowledge or training skills, but because of personality characteristics -- in short, their lack of ability to "get along" with their fellow men. Human Development courses are designed not only to assist the individual in his own self-understanding, but also assist him in developing a more positive relationship with others.

Human Development courses are not psychology or sociology courses in which facts and theories form the subject matter. Nor are they orientation courses in which the students learn about the rules and regulations of the college.

On the other hand they are courses designed to facilitate intra and interpersonal growth through class activities. Class activities are offered in an attempt to help students seek answers to many of the important human questions to examine his own values, beliefs, attitudes, and abilities, and how these factors affect the quality of his relationship with others.

The HD concept is based on five major principles. These principles are built on the belief that education is a discipline in focusing today on relationships with others.

1. Education is a process, not a mass knowledge.

2. It is a process whereby an individual is changed, however slightly, in perception, attitude, and thus in overt behavior as the result of this processing.
3. The process of education occurs most effectively in an environment of human contact, dialogue, and encounter.
4. Education involves active participation on the part of the student.
5. The kind of education we have called dialogue, or encounter, is reciprocal.[1]

Organization

Since the nature of the Human Development program at El Centro College is counseling as well as instruction, the chairman of this division is responsible to both the Dean of Students (for personnel and curriculum recommendations) and the Dean of Instruction. This arrangement has been very satisfactory.

Many individuals in groups have played important roles in the development of this division. However three divisions made major contributions to what is now known as the Human Development courses. These divisions are Guided Studies, Counseling, and Student Activities. The involvement and contributions of each of these areas are summarized below.

Counseling -- Since the beginning of El Centro's existence in 1966 and through 1969, members of the counseling center staff taught Guided Studies planning courses. These courses were forerunners of Human Development 106 -- Personal and Social Growth. All of the counselors participated in the teaching of these courses.

Secondly, because of the extensive "group counseling" experiences of many other counselors, the formation of a group involvement course was encouraged. This encouragement assisted in the development of an interpersonal relationship course, Human Development 105.

Thirdly, the Human Development program offers the counselor the opportunity to teach in his major field. Not only has this expanded the professional influence and expertise of the counselors, but has provided them an opportunity to participate in a significant innovative practice that is shared by only a few other community colleges in the country.

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[1]Terry O'Banion and April O'Connell, The Shared Journey, Instructors Manuel, Prentice-Hall, Englewood Cliffs, New Jersey: 1970, pp. 5-7.

Guided Studies -- Like the Counseling Center staff, the Guided Studies staff members have also taught the Guided Studies planning courses since the beginning of El Centro's existence. It was partly because of this division's success that a movement began to provide the educational benefits to all students rather than those confined to Guided Studies.

Student Activities -- The Student Activities staff was the first group to initiate a request to create a Human Development Division at El Centro College. This request originated in the fall of 1967. Since 1966, the Student Activity staff has recognized the responsibility for providing training in experiences in leadership and in effective group participation for all members of the college community. (Leadership is defined here as the capacity for living a more complete, self-fulfilling, and rewarding life in relationship with others.)

Other than making the initial request, Student Activities has made three major contributions in regards to the Human Development division.

First, through the annual Student Activities sponsored Student Faculty Communications Laboratory, scientific research was conducted that indicated positive effects do occur in an interpersonal relationship laboratory. In a NDEA study conducted in January of 1969, evidence indicated that positive behavioral changes took place in not only students, but faculty members as well, as a result of a communications laboratory.

Second, in the spring and fall of 1969, the director of Student Activities taught an experimental course entitled "Basic Foundations in Human Relations." This course was the forerunner of Human Development 105, basic processes of interpersonal relations.

Third, the student activities staff has taught Human Development 107, developing leadership behavior.

M thods

Since all HD courses deal with living personal issues, group interaction within the class is necessary. Therefore, each class has a maximum of 15 students. Generally, the HD 105 course utilizes the human encounter approach to learning, and the other HD classes use the seminar and didactic methods. Because there is not an outside body of knowledge to be mastered, the individuals involved are the course content; the students are encouraged to assume much of the responsibility of the course. Therefore no two classes are the same.

Staff

The Human Development instructional staff consists of 20 people. These include 13 instructors from Counseling, four from Guided Studies, one from Student Activities, and one from Campus Security. All the instructors have at least a masters degree. Five have earned the doctorate degree.

In addition to the formal academic training, many of the staff members actively participate and hold office in regional and national professional organizations. This also includes reading papers and national conventions and/or publishing articles in professional journals.

Many of the Human Development instructors participate every year in national and regional workshops, laboratories, and conferences.

Materials

The textbook for HD 105 is The Shared Journey by Terry O'Banion and April O'Connell (Prentice-Hall). Two books are used in HD 106: The Struggle for Significance by John Brennecke and Robert Amick (Glencoe Press), and Significance, the Struggle We Share, also by Brennecke and Amick.

A text, as such is not used in HD 107. Rather, the teachers provide a selected bibliography of books and articles dealing with the related issues of each class.

All HD instructors and students are encouraged to utilize contemporary materials from journals, paperbacks, and magazines in addition to the assigned textbooks.

Evaluation

Scientific means to measure the success of HD classes have been difficult to obtain. For example, the NDEA study conducted at El Centro College in 1969 indicated that it is very difficult to measure behavioral changes that take place in group environments. Therefore, the measuring instruments of this nature are rare. On the other hand, open ended questionnaires given to students at the termination of these classes indicate that positive behavioral changes do take place.

Perhaps another means of evaluation of the division is the popularity of the classes. The HD classes are among the first sections to close during registration periods.

One of the biggest "measuring sticks" of the HD classes has been the acceptance of these classes by faculty members.

For example, even though HD courses are not required for any course of study or any degree plan, many instructors (especially those in the technical areas) have strongly suggested that their students enroll in a class in the Human Development division.

Even though this presentation has dealt with the organization of Human Development programs, it should be stressed that HD at El Centro College is not organization but people. If one were to ask the students at this institution, "What is Human Development?" the answers would be varied, but most would be similar to "HD is Jimmy James" or "HD is Mildred Bell." This point cannot be stressed too strongly. As in any division, dedicated and qualified counselors/teachers are essential to a Human Development Program.

Fulton-Montgomery Community College
Johnstown, New York

Dr. George P. Pilkey
Director of Advisement,
Counseling and Testing
Program

SEMINAR ON COLLEGE LIFE-ACADEMIC ADVISEMENT

In September, 1968 Fulton-Montgomery Community College put into effect a program which integrated academic advisement with a one-hour orientation course entitled Seminar on College Life.

What follows here is a comprehensive description of this program, tracing its development over a period of approximately three years. Included is a section on evaluation and a special section entitled Teaching Faculty as Academic Advisors at Fulton-Montgomery.

Seminar on College Life

During the 1966-67 academic year, the Division of Student Personnel at Fulton-Montgomery examined the existing orientation program and decided that a program of two or three days duration before the opening of school was not sufficient to facilitate student adjustment to the college setting. It was therefore decided to propose a one-semester orientation course which would meet for one hour each week and would be required for all entering students. This course was proposed by the Division of Student Personnel during the Spring of 1967 and approved by the faculty. The purpose of Seminar on College Life was perceived at that time to be: 1) dissemination of information; 2) discussion of possible problem areas of adjustment to college; 3) informal student-faculty discussion of issues and ideas considered relevant by the students; 4) teaching of study skills; and 5) referral of students to the Counseling staff. The course was to be taught by selected members of the teaching faculty whose normal teaching loads would be reduced. In the interest of promoting active student participation, each section was to be limited to 13-15 students.

Academic Advisement

Under the academic advisement system then in effect, Fulton-Montgomery, like most colleges and universities, assigned students to all faculty members, on the basis of academic major. A close examination of this system in the Fall of 1967 revealed some serious deficiencies: 1) lack of contact between advisors and advisees; 2) lack of commitment on the part of some faculty members; 3) lack of information or interpersonal skills on the part of some faculty members. Since quality academic advisement is of crucial importance in an Open Door Community College such

as Fulton-Montgomery it became clear that some major improvements were needed in this area. It was therefore decided to integrate the academic advisement program with Seminar on College Life. This decision was based on the following assumptions: 1) it is desirable for academic advisement to be conducted by full-time members of the teaching faculty; (this assumption will be explored in greater detail in the section entitled "Faculty Members as Academic Advisors at Fulton-Montgomery"); 2) the student will receive better quality advisement if the faculty member providing this service is doing so voluntarily; 3) the student will receive better quality advisement if the faculty member providing this service has received training in this area; 4) certain aspects of academic advisement (the dissemination of information of a general nature, for example) may be handled more efficiently in a group situation than in a series of individual conferences; and 5) academic advisement is closely related to counseling and it is desirable for advisors to work in close communication with the Counseling staff.

Integration of Seminar on College Life and Academic Advisement

Organization of the Seminar on College Life-Academic Advisement program was begun in the Spring semester, 1968 under direction of the Coordinator of Advisement, Counseling and Testing. The Coordinator, in cooperation with the Dean of the College, Dean of Students, and Division Chairmen, began the process of selecting faculty members for the program. The first step involved personal contact with every member of the teaching faculty, explaining the program in detail and determining whether or not the faculty member was interested in being considered for it. From the list of interested faculty members, selections were made on the basis of: 1) attitude toward advisement of students; 2) commitment to the goals of the course; and 3) personality characteristics. As the selection procedure was concluded, it was discovered that the number of faculty members who were both interested in the program and, in the opinion of the Coordinator of Advisement, Counseling and Testing, the Dean of the College and the Dean of the Students, qualified for it, totaled only slightly better than half of those needed to handle the anticipated number of class sections of Seminar on College Life. As a result, the responsibility for the remaining sections of Seminar on College Life was divided among the members of the Counseling staff.

During the 1967-68 academic year, a student-faculty committee worked closely with the Coordinator of Advisement, Counseling and Testing in developing the content and meth-

odology for Seminar on College Life. Early in the development of the program it was decided that no attempt would be made to assign students to sections of Seminar on College Life on the basis of academic major, since heterogeneous sections might be expected to develop a more stimulating exchange of ideas and opinions than homogeneous sections. A key point in this program is the assumption that, with an effective in-service training program, a faculty member can do a competent job of academic advisement with students in a variety of academic majors.

First Year (1968-69 Academic Year)

In its first year of operation the Seminar on College Life-Academic Advisement program at F-MCC was implemented in the following manner:

1. Each faculty member involved in the program had his normal teaching load reduced by three hours in both the Fall and Spring semesters. (A normal teaching load at Fulton-Montgomery is 15 hours).

2. Six members of the teaching faculty participated in the program, assuming responsibility for 24 sections of Seminar on College Life in the Fall semester; the Counseling staff (three Counselors) assumed responsibility for twelve sections and four more sections were conducted by other members of the Division of Student Personnel.

3. During the Fall semester each of the selected faculty members conducted four sections of Seminar on College Life (13 students per section). During the Spring semester each of these faculty members conducted one section of Seminar on College Life.

4. The students in each faculty member's sections of Seminar on College Life became his academic advisees for the duration of their period of study at the college. Thus, each of the faculty members involved in the program served as academic advisor to 52 of the students entering in September and assumed responsibility for an additional 13 students who entered in February.

5. Assignment to sections of Seminar on College Life and, simultaneously, to academic advisors, was accomplished during Fulton-Montgomery's Pre-registration Counseling and Testing program.

6. It was recognized that, because of faculty turnover at the college and in the program itself, it might be impossible for some students to remain with the

same advisor until graduation. Arrangements were made for these students to be distributed among certain faculty members who expressed interest in participating in academic advisement although they declined participation in the Seminar on College Life program.

7. A one week workshop was held before the opening of school in September, 1968 for the faculty members involved in the program. This workshop was co-ordinated by the Counseling staff and included human relations training, study of group methods and counseling techniques and instruction in study skills, as well as discussion of the goals of the program. The faculty members participating in the workshop received financial remuneration for the extra time it entailed.

8. Regular bi-weekly in-service training sessions were held for the faculty members involved in the program.

The pre-college workshop and the in-service training sessions were considered by the Counseling staff to be important elements of the Seminar on College Life-Academic Advisement program. In the opinion of the staff, preparation of faculty members for the roles of academic advisors-discussion leaders and close communication between these advisors and the Counseling staff are extremely important to the success of a program of this type.

At the close of the first semester of operation the members of the Counseling staff and the faculty participants in the program felt that it had been highly successful with respect to the improvement of advisor-advisee relationships. The staff also believed, however, that much could be done to improve the content of Seminar on College Life and enrich the group discussions.

Although many of the classes were able to select topics and generate productive discussions with little direction from the instructor, it became necessary at times for instructors to ask their classes specific questions related to the topics in order to stimulate discussion. Most of the instructors also made use of films, recordings and literature in order to provide their classes with material to discuss. The Counseling staff accumulated all of the available resources of this type and distributed them to the faculty members involved in the program. The staff also developed a suggested course outline which was distributed to these faculty members. In order to preserve the flexibility of the program, these materials were made available to all of the Seminar on College Life instructors to use as they were fit. The Counseling staff attempted to encourage each instructor to develop his own

approach to Seminar on College Life but suggested strongly that the following three topics be brought up for discussion at some time: 1) Why Freshmen Fail; 2) Race Relations; 3) Drug Abuse. The staff felt that every Fulton-Montgomery student should undergo some exposure to discussion of these significant areas of concern.

Second Year (1969-70)

In its second year of operation, the Seminar on College Life-Academic Advisement program at Fulton-Montgomery maintained its original structure but underwent some internal changes.

1. More faculty members and administrators joined the program (including the President of the College and the Academic Dean), thereby releasing the counselors for more intensive group work with high risk students within the framework of the college's General Education program (a one-year certificate program developed around a core of group counseling).

2. The Counseling staff developed extensive resource materials (topics for discussion, group techniques etc.) and made them available to the Seminar on College Life Instructors.

3. Seminar on College Life began to move in the direction of a Personal Growth experience rather than an orientation course.

Third Year (1970-71)

During the Spring of 1970, the Counseling staff met with the faculty members participating in the Seminar on College Life-Academic Advisement program for the purpose of evaluating the program. At this time it became apparent that five sections of Seminar on College Life per year and the resulting number of advisees were placing too heavy a burden on the instructor-advisors, thereby necessitating an adjustment in faculty load. In addition, a decision was made to impose more structure on the course and focus more heavily on individual growth and development. As a result of the evaluation sessions, September, 1970 found the Seminar on College Life-Academic Advisement program operating as follows:

1. A large portion of the Fall 1970 Orientation Program for entering students was developed around the Seminar on College Life sections: a) Each section, accompanied by its instructor and an Orientation Assistant (a second year student), participated in a two hour Human Relations Training-Achievement Motivation microlab, conducted by the Counseling staff.

This experience was designed to provide an opportunity for the group members to become acquainted with each other and their instructor-advisor and develop a positive group atmosphere. b) Each section also participated in a tour of the campus and a discussion of the student handbook, both of which were led by the Orientation Assistant.

2. In the Fall semester there were 43 Seminar on College Life sections and 25 instructors. Eight members of the teaching faculty conducted three sections each, seven members of the teaching faculty conducted one section each and the remaining 10 sections were conducted by the President of the College, the Dean of the College, the Dean of Students, the Counseling staff, and other members of the Division of Student Personnel.

3. Seminar on College Life instructors utilized various group techniques designed to help each student assess his values, attitudes, and potential for success and develop a plan for his future development. Weekly "goal setting" was also introduced in each Seminar on College Life section.

4. Each Seminar on College Life section met for an hour each week for the first nine weeks of the semester. At the conclusion of the course, each student met with his instructor-advisor, reviewed his academic progress and selected his courses for the following semester.

5. Because of the large number of faculty and staff involved in the program, each of the three counselors at the college took responsibility for a group of seven or eight instructors. Each of these groups held bi-weekly in-service training sessions.

6. An Academic Advisement Handbook was prepared by the Counseling staff and distributed to all academic advisors.

7. A Seminar on College Life Instructor's Handbook was prepared by the Counseling staff and distributed to all instructors. This handbook included: suggested guidelines for instructors, a sample syllabus, and instructions for using various group techniques.

Teaching Faculty as Academic Advisors at Fulton-Montgomery

A certain amount of academic advisement at Fulton-Montgomery Community College is performed by professional counselors and student personnel workers; By far the largest

amount, however, is accomplished by full-time members of the teaching faculty. Experience with the Seminar on College Life-Academic Advisement program at Fulton-Montgomery has convinced the Counseling staff that there are several advantages to faculty participation in a program of this type.

First of all, involvement in academic advisement broadens a faculty member's perspective of the college. Instead of working only within a specific discipline, he becomes aware of total programs and their purposes. He also gains knowledge of developments in academic divisions other than his own. Furthermore, he attends regular in-service meetings involving faculty, student personnel workers and administration in a common task. At Fulton-Montgomery these meetings appear to have been very successful in improving communication among the various elements of the college community, thereby reducing the type of fragmentation which constitutes one of the major problems in higher education today.

Through the informal discussions and group exercises in Seminar on College Life, as well as the individual advisement interviews, faculty members often develop increased sensitivity to the needs of students. Several Fulton-Montgomery faculty members have indicated that participation in the Seminar on College Life-Academic Advisement program has improved their classroom teaching as they have become more aware of student feelings, needs and aspirations. Thus, faculty participation in the Seminar on College Life-Academic Advisement program at Fulton-Montgomery appears to have achieved some success in integrating the college community and increasing faculty sensitivity to student needs.

As stated earlier, In-Service Training for faculty members is an important aspect of the Seminar on College Life-Academic Advisement program at Fulton-Montgomery. The Counseling staff feels that such a program is necessary if teaching faculty are to function effectively as small group leaders and academic advisors since these roles are generally unfamiliar to them. As was mentioned earlier, a one week training workshop preceded the first semester of the program. Since that time, training activities held before the opening of the academic year have been reduced. As the Seminar on College Life-Academic Advisement program has developed a supply of experienced faculty instructor-advisors, this workshop has been found to be less essential to the success of the program. An activity which has taken its place is the weekend Human Potential Seminar which is designed to help an individual discover his potentialities and maximize them through setting and achieving goals which are consistent with his own definition of success. Although these faculty seminars, conducted by outside consultants, are not formally part of the Seminar on College Life-Academic Advisement program, 21 of the 25 people now involved in the program have participated in them.

Besides the personal growth aspects of these Seminars, participants have learned group techniques which they have utilized in Seminar on College Life.

In addition to these weekend Seminars, bi-weekly in-service seminars are held while the program is in operation. In order to preserve the advantages of small group interaction, the 25 instructor-advisors are divided into three groups, each one of which is led by a member of the Counseling staff. These seminars generally involve informal discussion of the progress of each class and an exchange of ideas and suggestions. Occasionally academic advisement information is distributed and discussed. As a supplement to these meetings, each of the counselors meets individually with the faculty members in his group. As part of In-Service Training in the Seminar on College Life-Academic Advisement program the Counseling staff at Fulton-Montgomery has developed a Seminar on College Life Instructors Handbook and an Academic Advisement Handbook. These two booklets are designed to provide faculty members with additional resources for their functions as small group leaders and academic advisors.

The Counseling staff feels that the faculty members involved in the Seminar on College Life-Academic Advisement program at Fulton-Montgomery have served their students extremely well. There appear to be two primary reasons for this success: The first is the caliber of the people who have volunteered for the program and the second is the development of a system which features close communication among the participants and a fairly extensive program of in-service training.

Evaluation

At the close of the first semester of the Seminar on College Life-Academic Advisement program, there were indications that the program was being received well by Fulton-Montgomery students. At the conclusion of the semester, each Seminar on College Life instructor administered a fairly comprehensive evaluation questionnaire. In the interest of obtaining frank responses to the questionnaire, students were asked to return them unsigned. It was explained that honest reactions were important in order to accurately assess the impact of the program. Eighty-nine per cent of those responding indicated that they felt that the course had been a "worthwhile experience" for them and eighty-eight per cent indicated that they felt the program should be continued.

At the time of this writing, the Seminar on College Life-Academic Advisement program at Fulton-Montgomery is in its third year. Student reaction continues to be generally favorable. The anonymous evaluation questionnaire is still the primary method utilized to assess this reaction. As

mentioned earlier, the first session of Seminar on College Life this September consisted of a 2 & 1/2 hour Human Relations Training-Achievement Motivation "microlab". Shortly after this experience, anonymous evaluation questionnaires were administered in Seminar on College Life classes; ninety-seven per cent of those responding replied in the affirmative when asked if this experience had been helpful to them in becoming acquainted with their class and their faculty advisor while ninety-three per cent indicated that they felt the "microlab" should be included in next year's orientation program. At the conclusion of Seminar on College Life an evaluation questionnaire was administered which asked students to respond in terms of: overall reaction to the course, evaluation of the instructor, evaluation of their own development and reactions to specific group techniques which were utilized in class. Eighty-seven per cent of those responding expressed the feeling that Fulton-Montgomery should continue to offer Seminar on College Life.

There are other indications that the Seminar on College Life-Academic Advisement program is meeting with success. Faculty and Administration participation in the program (which is voluntary) has tripled since the first year. The 25 group leader-advisors in the program now include: 15 members of the teaching faculty, 8 members of the Division of Student Personnel (including the Dean of Students), the Dean of the College and the President of the College. Several faculty members, as well as the Dean of the College, have expressed the view that the quality of academic advisement has improved since the development of this program. Some of the faculty members in the program have also expressed the feeling that their experience has made them more sensitive to the needs of their students and has thereby helped them improve their classroom teaching. It is the opinion of the Counseling staff that the program has also been effective in improving communication among faculty members in different academic divisions and making them aware of their common interest in the growth and development of Fulton-Montgomery students.

Lest the impression develop that there are no problems with the Seminar on College Life-Academic Advisement program at Fulton-Montgomery, it should be mentioned that Seminar on College Life, with its relative lack of structure, is sometimes boring and frustrating for both faculty and students and some of the technical aspects of academic advisement still present difficulties. In addition, faculty acceptance of the program is not universal.

The overall prospects for the future of Fulton-Montgomery's Seminar on College Life-Academic Advisement program, however, appear to be bright. The program has improved as the instructor-advisors have gained in experience and more resources have been made available to them. In addition, Faculty and Administration support has grown steadily stronger.

The Counseling staff at Fulton-Montgomery feels that the Seminar on College Life-Academic Advisement program serves several important functions:

1. It provides weekly contact between the first semester student and his academic advisor, who is a trained faculty member who has volunteered for this function.

2. It facilitates adjustment to the college situation by providing the entering student with both a reference group and a "point of contact" with the college (through a faculty member).

3. It provides an opportunity (in Seminar on College Life) for students to take responsibility for their own learning.

4. It provides an opportunity for informal student-faculty interaction.

5. It serves to improve communication within the faculty in that it involves members of the various academic divisions in a common endeavor.

6. It provides an opportunity for faculty members to develop increased sensitivity to student needs.

7. It provides a natural avenue for faculty referral of students to the Counseling staff and improves communication between the teaching faculty and the Student Personnel staff.

Since all of these functions are important in a comprehensive community college, particularly an "Open Door" institution such as Fulton-Montgomery, the Counseling staff of the college feels that the Seminar on College Life-Academic Advisement program represents a significant step towards fulfillment of Fulton-Montgomery's mission as a truly "student-centered" institution.

D. ORGANIZING FOR HUMAN DEVELOPMENT INSTRUCTION

An important phase of the Workshop was to prepare participants to make plans for implementation of HD programs. Participants had met in one Special Interest Group session to identify "where they were."

Dick DeCosmo, Dean of Students at Moraine Valley Community College, Palos Hills, Illinois, had later been a presenter of the HD program at his college. At this time on the program, he was engaged to present the "how-to's" of organizing for HD instruction.

His guidelines provided the groundwork for participants to interact and come up with plans for implementing or improving HD programs on their campuses. They can also serve the reader by providing step-by-step procedures to accomplish whatever his goals for his college may be.

The questions Dick DeCosmo answers in this section include:

What's to be done first (or next)?

How do we do it?

Who will staff it?

Where does it fit?

How much will it cost?

Where do the funds come from?

How will its success be determined?

Moraine Valley Community College
Palos Hills, Illinois

Dick DeCosmo
Dean of Students

ORGANIZING FOR HUMAN DEVELOPMENT INSTRUCTION

Before proceeding with an analysis, or better yet, an exploration of the management questions surrounding a human development instructional program, I would like to acquaint you with my biases about human development.

- All Student personnel activities are, or have the potential to be, human development activities.
- Any institution purporting to have a human development program should have a good idea of what is meant by "human development."
- Human development courses are an especially significant way to implement a human development program.

These courses

1. provide an opportunity for impact--regular of frequent contact with students.
2. create a legitimate marriage between instruction and student personnel services.
3. provide "college credit" for important learning experiences.
4. provide a special vehicle for the use of group processes and experiential learning.
5. expand the numbers of students with whom we can work.
6. focus on growth rather than remediation.

I will speak as a chief student personnel officer responsible for the performance of all student personnel functions not an advocate for one kind of program or another.

Within all the foregoing limits, I will attempt to explore some of the organizational and managerial questions about human development instruction.

The questions I see are these:

- What's to be done first? (or next?)
- How do we do it?
- Who will staff it?

. Where does it fit?

. How much will it cost?

. Where do the funds come from?

. How will its success be determined?

It should be obvious that many of these questions are, and must be, dealt with together. But for our purposes, I will try to deal with them as separate questions.

ESTABLISHING PRIORITIES

The first question both in time and order of importance is simply a question of priorities. The constraints of staff energy, time and money limit what can be done. Trying to do too much ends up with nothing done well.

I would like to suggest some guidelines for you to follow as you try to set some priorities:

. analyze what you are doing now.

. determine the areas where improvement is needed.

. look at the importance and seriousness of each needed improvement.

. rank the items on your "needs" list.

. choose the highest ranked item that fits a course format.

There are a couple of important footnotes to the question of deciding what human development courses should be developed first (or next.)

First, I have assumed that you've got your head together about human development. It means something specific and explainable to you.

Second, you can never do just one thing. Whatever you do has an impact on a great many other things that you are already doing. Consider what these effects might be.

Determining your priorities first will avoid the kind of opportunism that leads off in all directions at the same time. For once you have tried a human development course you'll like it. You'll like it so much it will be impossible to develop all the courses in all the areas that you and your staff will think of.

GETTING IT TOGETHER

Now that the question of priority has been settled, there is some general notion of the goals for the course. We know what we want this course to accomplish within our human development program. This "general notion" needs to be refined and a host of questions line up to be answered. For the purposes of analysis, I have arbitrarily divided the process into phases. They overlap and feed into each other in a dynamic way and in the real world they are not necessarily sequential nor so tidy.

PHASE 1: Management Considerations

- Determine administrative responsibility
- Select "project manager"

In determining administrative responsibility you can consider either centralizing the responsibility for all human development courses in a kind of department arrangement, or you can assign responsibility according to the student personnel function most related to the goals for the human development course. At El Centro they have chosen the first approach; at Moraine Valley we have chosen the latter. The four courses offered here at El Centro are all under the responsibility of one area. At my institution the human potential seminar is the responsibility of counseling but leadership seminars and group dynamic seminars are the responsibility of the student activities area. Centralization of responsibility allows better coordination and provides better for continued development. Decentralization stimulates a great deal of ideas for new courses and an extremely great commitment from those involved. I must add that our counseling staff is decentralized in teams and each team may develop and implement H.D. courses for students in their area. The question for me and other colleges organized similarly, is only an academic one for there are no departments for any of our course areas. I couldn't create such a department if I wanted to.

PHASE 2: Course Development

- Survey other institutions for similar courses
- Survey staff and students to test general goals
- Refine original plans as a result of surveys
- Write more specific objectives and select processes

It is extremely important to look at what others are already doing. Few of us will come up with ideas that are not

already in operation somewhere in some form or other. To ignore this fact would cost you much in time and energy wasted.

Getting reactions from staff and students when there is still opportunity to modify plans is essential. I believe you will have a stronger program if you make use of the ideas and reactions of others.

Writing more specific objectives forces you to be realistic and selective. It also provides a basis for evaluation later.

PHASE 3: Staff Development

- Examine present staff to discover abilities and skills
- Determine what additional training is necessary
- Arrange for training opportunities

I would suggest to you that when exploring possible staff for your program as leader-facilitators that you begin with no preconceived ideas as to who is or is not qualified. Look carefully at the objectives to be achieved and the processes to be used. While we have not used people with less than two years of college to lead groups, we have used them as assistant leaders and we have one leadership program in which the groups are self-lead. Team leading has been used for some of our activities within courses. Teams vary in the education and training of the team members.

Once you have decided upon probable staff, you will need to arrange for some additional staff development opportunities. Sometimes a present staff member can help train the rest. Often you must go outside your institution to workshops or consultants to obtain the necessary training. We have found that the best training begins by having the staff participate in the processes themselves. These processes help the individuals grow personally and "teach" them experientially what the program (or course) is all about. Co-leading is the next approach we use for training, and, finally, leading under the supervision of someone more experienced.

This leads us into phase 4.

PHASE 4: Trying It Out

- Mock-ups - staff as participants
- Pilot Projects - small group of students try it out

Two members of our staff are in the process of developing a new H.D. course entitled "Growing Up Female." Last week twelve members of our student personnel staff went through the program - trying out a sampling of processes to be used later. (Even to the point of mini-research projects using video and audio recordings, newspaper articles, journals, and books.) We learned about ourselves and each other as well as "testing" their program. The two are now reviewing the initial plans to see if modifications are necessary. Next fall we will offer one section as a pilot-project with the staff co-leading. If all goes well, we hope to be able to expand the offerings and train additional staff.

Curriculum: A Question of "Fit"

Simultaneous with your progress in trying out the course, you should be working to integrate the course into existing educational programs. Human development courses are important avenues for personal development. As such, they are very appropriately part of any colleges general education core. However, there is no reason to limit such courses to that category. These courses can, and do, transfer to many four year institutions and you should explore that possibility. However, I would not advocate abandoning such courses if they do not transfer. At first we advised students that the credits might not transfer, but we still "played to a full house." Since then we have found that the courses do transfer to many institutions at least in the general education category.

We soon discovered that our occupational advisory committee wanted our Human Potential Seminar as a required course in most occupational programs. These men even suggested that we should run them for their own staff members. If you get that much support, say thank you and get on with the job of helping these students grow and develop and learn to interact with others in authentic ways. Don't get hung-up over voluntary participation. The improvement in self-concept, self-understanding, regard for others, interpersonal communication and human relations which can result from H.D. courses is exactly what a great many people need.

As you make curricular commitments, the only question you must turn over and over in your mind is "what will happen to other commitments if we make a commitment to this new program?" Once you start in human development instruction and staff realize its value and effectiveness, you will be pressured from all sides. Remember your total program; keep in mind your priorities and your need to balance your efforts.

MONEY: An Administrator's Nightmare

What will the program cost? What are the sources of income? What will be in impact on costs to the rest of the program? The college?

In these days of accountability - you better have the answers to these important questions.

If you are financed by tuition and state aid according to student credit hours as we are, you will find that you can generate rather sizeable amounts of income. Further, you can show that when students elect your course they don't elect something else. Your course, then, is not an "add on" cost. It is replacing costs of instruction usually charged elsewhere. We generate $15,000 of income through our human potential seminars alone. This allows us to hire two and a half paraprofessional staff to perform guidance functions that counselors normally would have to perform.

EFFECTIVENESS: The Real Side of the Accountability Issue

Now, we come to the most important question and the one we most frequently fail to answer well. The indictment pertains to all we and our colleagues do most of the time.

The best method of determining the effectiveness of our program is also the most difficult to do. We should be changing people in significant ways and those changes should be visible. Their behavior should be different. To really answer the question we should state the expected outcomes and observe the results when we are done. Both of these require some special skills and much hard work. Usually, we do not have the skills related to research design necessary to assess what happened as a result of what we did.

But, before we rush to the brink of a cop-out - I'd like to see a concerted effort to "try" our hand at this type of assessment.

The easier route is to deal with self-reports and student opinionnaires. These are valuable aids and provide us with some evaluation of what has happened to the student, as he sees it.

We have dealt primarily with this latter type of evaluation process and are beginning to try our wings at the former.

There is one important behavior that is difficult to quantify. If you are successful you will get some very interesting serendipidty - students begin to tell teachers and others around the campus of the great experiences they have had; staff become interested and soon will be asking you to provide some of these for them. At this point you have begun to realize that what we are dealing with is not really student development but human development, and you can begin to see the dimensions of what needs to be done to humanize and integrate our environment and ourselves.

E. SPECIAL INTEREST GROUPS -- PLANS FOR ACTION

A vital part of the Workshop involved participants in developing and putting on paper definite plans for implementing or improving HD instruction on their campus.

In small group sessions, participants interacted with the aid of facilitators and consultants and were asked to respond to three questions: Where are you now? What would you like to do with HD instruction? What are you going to do to get there?

Naturally, responses to all three questions varied greatly from college to college. Participants had been allowed to select the group that would speak most directly to their needs.

Situations on campuses represented ranged from no HD instruction, to uncoordinated efforts such as human potential seminars, to well-developed programs. Participants from all groups interacted enthusiastically and wrote definite Plans for Action. (See Appendix IV for copy of all Plans submitted.)

The most crucial phase of the plan -- What are you going to do to get there? -- elicited varied and interesting responses. The three most common responses were:

1. To be able to give credit for HD courses and to make HD a requirement for all students.

2. To put in writing the goals and objectives of their HD program.

3. To devise evaluation instruments.

Other plans for action which many participants included were:

1. To hold in-service sessions to help the staff and alert administration about what is happening in the program.

2. To develop programs to assess student needs.

3. To consult with the HD faculty and administration of other institutions.

Still, other popular plans for action included the following:

1. To involve more student participation.

2. To provide more experiences to strengthen students' self-concept and self-awareness.

3. To take varied approaches (seminars on various topics such as seminars for students who aren't reaching the achievement level they desire, leadership seminars, and career planning with an emphasis on group sessions).

4. To utilize teacher-counselor team efforts.

5. To get more support for HD faculty and establish faculty involvement.

6. To establish co-involvement in curriculum development between student personnel and faculty.

7. To hold HD workshops for groups within the community.

8. To run pilot courses.

9. To keep counselors and faculty in communication.

10. To carefully select instructors.

F. A FUTURISTIC LOOK AT HUMAN DEVELOPMENT INSTRUCTION

The final presentation of the Workshop was made by Dr. James D. McHolland, Director of the Human Potential Project, Kendall College, Evanston, Illinois. Dr. McHolland's appeal was a strong one directed to all people, putting H.D. instruction in perspective.

The central thesis of his talk was that "a humanistic instruction will be human only when we make a pragmatic commitment to show regard for all the people in the college and community."

Laying the groundwork for his conclusions and projections, Dr. McHolland first examined some of the characteristics and influences that most students have in common. These included:

1. Most college students struggle with the identity question of "Who am I?"

2. Parents influence a student's feelings about himself and the way he views the world.

3. Many students have great difficulty making decisions.

4. Problem solving is a further source of consternation, frustration and personal inadequacy for many students.

5. An additional characteristic of many college students is poor impulse control.

6. Students are more aware than any previous generation could ever have been of what is going on in the world.

7. Today's college student often lacks personal involvements and a sense of direction for his life.

8. The lack of depth human involvements by a student may also be the result of a failure identity.

9. Today's college student is also a product of a fact-centered, rote memory learning emphasis.

10. Students need both a sense of freedom and set of limits.

11. The college student may lack an expectancy for the future.

Dr. McHolland concludes that, "For the most part the college student has gone to a negative, failure oriented identity." How to enable the student to achieve a positive identity is discussed in the remainder of his paper.

In summing up his futuristic view of HD instruction, McHolland stresses that, "The emphasis for human development facilitators needs to move toward a permeating of the entire educational experience with humanistic assumptions and experiences."

His complete presentation is reproduced in the following pages. It bears reading by anyone interested in HD because it clearly presents and brings into focus the challenges, stumbling blocks, and important insights of HD instruction.

FOR ALL THE PEOPLE: A FUTURISTIC LOOK AT HUMAN DEVELOPMENT INSTRUCTION*

by

James D. McHolland, Ph.D.
Director of Human Potential Project
Kendall College
Evanston, Illinois

One of the most authentic and genuine persons I know is my son of 3 & 1/2 years of age. He is one of the few persons I know who seems to consistently be himself, whether that self be one of curiosity, tenderness, anger, playfulness, irritation, joy, creativity, or expressing his feelings in his own ways. A few weeks ago I sat in an airport and watched an 18 month old little girl take apart an ashtray. I think what fascinated me most was to see her sense of curiosity and trust in herself as she thoroughly investigated something unknown to her before. When her mother tried repeatedly to offer her a familiar toy, she again turned back to what was most obviously something of interest and curiosity to her.

As I look at these two young children, I wonder if they are, in fact, the epitome of where we have been and are seeking to go, both as persons and professionals, as we try to work with student and faculty persons to help them become more who they are.

Contrast this view of two youngsters for a moment with many college students or colleagues of your acquaintance and of mine. Spontaneity is gone, distrust is prevalent, love is based on pleasing other people, and playfulness comes artificially through drugs, alcohol and the use of other persons. Thinking is something that has long ago been sacrificed for remembering. Feeling is too painful for many because of the low sense of self-esteem and acute feelings of failure. The essence of my comments today on the theme of Futuristic Developments in Human Development Instruction can be summed up in three questions: Who is the college student? Where would we like him or her to get to? How best can he or she get there?

The central thesis of my presentation is that a humanistic instruction will be human only when we make a pragmatic commitment to show regard for all the people in the college and community.

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*Delivered as a paper at the Workshop on Human Development Instruction, El Centro Community College, Dallas, Texas, June 27-29, 1972.

But first, "who" is the student in college today? In all likelihood, even he cannot answer that question well. Once he has gotten beyond fact information about himself, he too may wonder who he is and what his life is all about.

At the outset, it should be clear that college students are not a homogeneous group in any respect.

Age is only one aspect of student heterogeneity. Students are black, white, yellow, red and brown in skin color. They are from poor and city ghetto neighborhoods, affluent suburbs and pastoral rural areas. They are intellectually curious and quite turned off by education. They want to learn vocational skills or get a liberal sampling of knowledge.

As heterogeneous as the make-up of the college student population may be, there are some characteristics and/or influences which most students have in common. Let us examine several of these factors.

Most college students struggle with the identity question of "who am I?" Indeed, this struggle may last for years as a student honestly does not know who he is, what he wants to do in life, or what vocational area to enter. The student is often quite aware of his problems and weaknesses but, for the most part, is unable to identify his personal strengths and resources. He may doubt that anything is important to him when in fact he has a unique and individual set of values from which he operates. As a young student leaves home the identity question involves the severing or at least loosening of family ties, and learning to become responsibly independent for his life. With increasing numbers of students living at home and commuting to community colleges, however, the parent-child dependency-independency conflict may be expected to further delay independent self-identity. Again, during the college years the student may be expected, or expect it of himself, to make such major decisions as becoming independent, choosing a life work and pursuing a mate for marriage. All this may be pressuring a student when he still has no clear idea of "who" he is as a person.

But the identity issue is in fact diffused throughout the student's entire life. Parents also influence a student's feelings about himself and the way he views the world. Parental absence from the child has increased in recent decades to the point where there is little contact between parents and children. So often the parental presence that does exist is negative. Criticism is far more abundant between parents and young adolescents than is direct affirmation and support. No matter what level a student performs at in school, he could "do better," or "have more friends." The parent-child relationship is essentially failure-oriented, rather than success-oriented.

Thus, the family has decreasing prominence as a positive socializing factor on the child.

Schools, television and one's peer group, are today, in fact, the primary shapers of the identity of our youth. Probably none of these three groups wants or accepts that task, but their influence is present nonetheless. An examination of the specific influences of these three forces will contribute further to our understanding of today's college student.

Many students have great difficulty making decisions. Through both school experiences and television experiences, students have had decisions made for them. They have had only to carry out passively the directions of another person. Marshall McLuhan estimates that the average child upon entering school has viewed 2000 hours of television. Bronfenbrenner reported on the Bailyn study which found that the average viewing time for children between the ages of 6 to 16 is 22 hours per week. "Thus the American child spends about as much time watching television as he spends in school. By the time the average child is 16 he has watched from 12,000 to 15,000 hours of television. In other words, he has spent the equivalent of 16 to 20 solid months, 24 hours a day before a television screen."[1] By the time he enters college the number of viewing hours has increased considerably. One effect of television is that students gain little experience at making decisions. Television is a passive activity. Advertisers think for the viewer and decide for him. It is common for a small child to insist on buying a certain cereal because Captain Kangaroo or some other child program told the child "when you go to the grocery with your mother, you tell her to buy you a box of X, ok?". The decisions continue to be made for many persons through TV as personal fears and inadequacies are appealed to. The thrust of most advertising is to create dissatisfaction with oneself and a felt need for a particular product as the answer. One commercial advises viewers to try Ultra-Bright toothpaste in order to have sex appeal. Many persons -- male and female -- for various reasons, give it a try hoping for sex appeal. Still another commercial urges viewers to drink Pepsi and "come alive" and have more people around. Who doesn't want more friends? Even coffee drinkers are led to believe that marital joy can be enhanced by drinking Folger's coffee. The intent of these appeals is to make decisions for persons.

But decision-making is not facilitated in school experiences either. Students are not helped to run their own life.

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[1]Urie Bronfenbrenner, Two Worlds of Childhood (New York: Russell Sage Foundation, 1970), pp. 102-103.

Their life is run for them. As two educational viewers put it, "students are regimented through a school day with little or no free time of their own."[2] They have to get a pass to use the toilet or to get a drink of water. Even then a teacher may deny the privilege. When the teacher talks, the student is often expected to take notes, remember, or perform a prescribed task in a prescribed manner. He is not asked or taught to examine the bases for various beliefs and practices. The decision is made for him as to what he should believe or do. Essentially students are taught that they cannot be trusted to make decisions. Thus, TV and the schools with some parental assistance will make decisions for them. Is it any wonder that when a student enters college he may have some difficulty in making decisions as to what courses to take, when to study, what to major in, or what to become? He has little or no experience except in passive execution of decisions made for him.

Problem solving is a further source of consternation, frustration and personal inadequacy for many students. Again, television must bear some responsibility for this. When personal conflict does occur on television it is usually settled very quickly within 30 minutes to an hour. It does not spill over into next week's program. Thus, students learn to believe that all personal problems can be solved now and without much effort. They learn neither a tolerance for conflict situations that cannot be dealt with quickly nor methods for dealing with conflicts. Moreover, many family situation TV shows have an insidious effect through a rather continuous portrayal of the family as a group where personal differences and conflicts rarely arise. No such "real" family exists. Partly through the influence of TV, many students enter college with a low threshold for conflict or anxiety. They are looking for instant resolution. One appeal of drugs may be that they promise and deliver (for a short time) such instant resolution. A further complication with regard to the TV input on problem solving is that the "good guy" or underdog often automatically wins out if he just hangs in there long enough. "Rightness and justice" is on his side. In the real world, the just solution to a given problem may be thwarted again and again. The good guy and his cause do not automatically win out. In fact, they sometimes lose out. Persons often have to struggle for problems to be solved in a satisfying and just way.

Nor do schools add a positive dimension to problem solving. If two students get angry at each other, the most common practice has been for the teacher to separate them (by force if

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[2]Gerald W. Marker and Howard D. Mehlinger, "Schools, Politics, Rebellion, and Other Youthful Interests", in Schools and the Democratic Environment, produced by the Danforth Foundation and the Ford Foundation, (New York: Columbia University Press, 1970) p. 41.

necessary), rather than to deal with the problem between them. When student-teacher flareups occur, the student may be expelled from school or the class, but the problem between the two of them never gets resolved. The learnings are that conflicts are not to be dealt with by the persons involved or are to be stopped by an outside authority force. On occasion, students are still spanked in school and are spoken to with such violently tinged words as, "I'll send you to the principal's office if you don't stop." One learns to fear authority for the violence that authority may bring down upon him. But at the same time, schools are teaching threat of violence as a method of solving problems. Some of the recent experiences involving college students suggest that they have learned well. William Glasser's classroom meetings described in Schools Without Failure are designed for use in elementary schools. They present an opportunity for students to discuss personality and discipline problems and to arrive at solutions. They involve students in problem solving methods that are constructive.

An additional characteristic of many college students is poor impulse control. When a student wants something, he wants it now, now, not an hour, a day or week from now, but now. Poor impulse control in a student is manifested in an apparent inability to run one's life in terms of his priorities. For example, a student may be on his way to class but he stops by the student lounge. Someone invites him to have a cup of coffee -- he does. Then another person invites him to play cards -- he does. He starts to leave to attend another class and a friend invites him for a walk -- he goes. It is a windy day, so the suggestion is made to fly a kite -- they do. Throughout the day a student may respond impulsively to suggestions. By the end of the day he is frustrated and cannot figure out why he does what he does. Yet tomorrow may end up the same. When he sits down to study or write a paper, he is often unable to do so. The payoff is not near enough. He has not learned to delay gratification. He wants and needs it now. When he can't get it by studying, and it is difficult to get it there for most students, he stops studying and does something more gratifying. The student is not to be condemned. He is a product of an impulse-oriented environment.

Poor impulse control is related to several factors. It may be the logical consequence of little experience in decision making or problem solving. But it is also probably related to the affluence of our society. Many students have grown up in an environment or home where "ask and you shall get" is an honored practice. Many parents who suffered under the depression do not want to deprive their children of anything. Thus, they give as the child demands. Permissive or indulgent child rearing conveys little respect for waiting, rules, restraint or judgment of whether the desired activity is, in fact, the best for one at this time. But permissiveness is

not the only factor to be considered here.

As indicated earlier, parent-child contact has decreased to the point that the family has little prominence as a socializing influence on the child. Parents are just not where the child is when he needs help in controlling his impulses.

Television as a de facto parental force has also contributed to the lack of impulse control. Advertising preaches "if you want it, get it, if you want to do it, do it." No perspective is needed in terms of what one's value priorities are. Live for today -- in fact, live for this moment and let the next moment take care of itself. But the influence of TV in reducing impulse control over aggression or hostility is even more devastating as seen in several studies reviewed by Bronfenbrenner.[3] Aaron investigated the relationship between television viewing habits and aggressive behavior in children and found that those children rated most aggressive watched television programs involving a high degree of violence. Several experiments indicate that people of all ages are influenced similarly by television violence. Bronfenbrenner concludes "given the salience of violence in commercial television including cartoons especially intended for children, there is every reason to believe that this mass media is playing a significant role in generating and maintaining a high level of violence in American society including the nation's children and youth." Television obviously does not accept its role as a substitute parent.

Nor has the American student's peer group always had a positive effect on his personality development. On the contrary, Bronfenbrenner found that "peer oriented" youngsters were most influenced by a lack of adult attention. Still more disturbing, these children had negative self-images, expressed a dim view of their future and engaged in more anti-social behavior than "adult-oriented" children. The peer group influence intensifies anti-social tendencies rather than reinforcing adult approved patterns of conduct. Bronfenbrenner concludes "if the current trend persists, if the institutions of our society continue to remove parents, other adults, and older youth from active participation in the lives of children and if the resulting vacuum is filled by the age-segregated peer group, we can anticipate increased alienation, indifference, antagonism, and violence on the part of the younger generation and all segments of our society -- middle class children, as well as the disadvantaged."[4]

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[3]Urie Bronfenbrenner, op. cit., pp. 110-114.

[4]Bronfenbrenner, op. cit., p. 117.

Although students have little positive preparation in decision making, problem solving or impulse control, they are more aware than any previous generation could ever have been of what is going on in the world. They watch the evening news; they hear news interruptions during their favorite programs; they watch moon shots ar astronauts on the moon; they hear their parents talk; they know of and view racial turmoils, strife and prejudice. Many students have experienced or are experiencing it first hand. They know about chicanos, black militants, white minute men, John Birchers and the Women's Liberation Movement. They see newsreels of wars in Southeast Asia and the Middle East and watch news clips of the often embattled conflict in our society over such involvements. They know of the assassinations of John and Robert Kennedy and of Martin Luther King, Jr. They know of the explosive racial aftermath in countless cities of the United States after King's death. They know also of campus unrest. Some view it acutely, others vaguely. Some participate, others watch. They know of and are concerned about environmental pollution problems.

For all these problems of such great magnitude, students are unprepared as to how to cope with them or begin to solve them in a positive way. They have no experience and no positive training. Students use the only models they know for dealing with these problems. Most are accustomed to having their problems solved for them by teachers, principals, television and parents. So they are waiting patiently and expectantly. But many are growing nervously concerned. Still others have learned that the American way (as illustrated in school discipline, television cartoons, and crime and western programs, newscasts, and American history books) is to forcefully and violently overcome the bad situation. Overwhelm it with what you think is right and better. Besides, the media will notice you and publicize your cause if you are violent or threaten to be.

Still another characteristic of today's college student is that he often lacks personal involvements and a sense of direction for his life. The lack of direction may be related in part to the adolescent-adult developmental state. As students talk, they are often heard to complain, "I don't have any goals for myself. I don't know what I want to do." William Glasser[5] maintains that students are in fact searching for a role not a goal. As one finds his role involvement in life, he then evolves his goals. Glasser describes this as a shift of basic need from survival to identity. When "survival needs" were basic, a person's goal was to make enough money to guarantee the physical survival of his family or himself. Role identity is now the more basic need.

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[5]William Glasser, The Identity Society, (New York: Harper and Row, 1972).

A role requires human involvement with other humans. One of the side effects of television viewing is that children are not involved in active human relationships as much as were generations prior to TV. Passive interaction stunts the growth of human relationships. The result is loneliness. Many college students find it quite difficult to enter into a depth relationship with peers. Yet they talk about "being human, real, authentic, yourself," or "gut involvement with others." Students may be surrounded by "friends" and feel quite lonely, unrelated, and uninvolved. Yet they may appear to be most involved.

To lack a sense of direction may be to lack a sense of depth relatedness to and involvement with other persons. Certainly much advertising plays to this theme. Rarely do you see a man smoking a cigarette without a lovely female companion. Even the use of a new detergent results in the approval (involvement with) of a next door neighbor. The crying need for many persons in our society, student and non student, would seem to be for human involvement.

When a student reaches college he may be further discouraged in terms of human involvements. He may be identified not by name, but by social security number or by a specially assigned computer number. He may be one of a large number of students who are crammed into a large lecture hall, or he may "meet" his instructor through closed circuit TV or programmed instructional packages. The hope for personal involvement with the teacher or his peers is totally unrealistic. It is not intended.

The lack of depth human involvements by a student may also be the result of a failure identity. Seeing oneself as a failure, a person may withdraw from others or become a delinquent and an anti-social person. He follows a failure identity as a life style. Most students have experienced an education geared toward producing failure identities. Evaluations of his learning are most often negative than positive. He is told how many words he spelled wrong, which definitions he missed, where he did not place a comma or when he split an infinitive. The emphasis is one again of pointing out failures, not successes and ability. The normal curve distribution which is used widely in high schools and colleges guarantees that failures shall occur. In fact, any grade below a B is usually regarded as a poor grade by most students. Thus, most students are failures. The entire authoritarian school context in which students are told what to do, when to do it, and what to learn and believe, contributes to a general feeling of inadequacy, inferiority, and failure, if not also hostility. One is implicitly told that he is not capable of running his own life. He is a priori a failure. It does not feel good to be told this. Television and newspaper advertising emphasizes personal inadequacy and human failure. At home parents often accentuate the failures, weaknesses, and problems that are to be

overcome, rather than successes and strengths that exist. Is it any wonder then that students have failure identities? Such a pervasive feeling of failure and inadequacy helps convince one that his human involvements could never be successful either.

Today's college student is also a product of a fact-centered, rote memory learning emphasis. The "good" student is one who can memorize definitions, equations or teacher lecture notes and regurgitate them on tests, quizzes or in a paper. He is unthinking about the facts he remembers. Many students are bored with such learning, for it is irrelevant at best and dehumanizing at worst. It assumes that a student is a computer to be corrected or programmed, not a thinker. He is to store facts, not process them for the irrelevancy, accuracy or method of discovery. The difficulty is that the facts are often stored only for a test and not for one's living. Consequently, they are usually forgotten within hours or days after a test. The rote memory learning emphasis is directly related to a lack of experience students have in decision making and problem solving. But this emphasis is dehumanizing in still another way. With an information explosion already upon us, a student cannot possibly even rote memorize all the facts in a given subject area that exist. What he needs to learn how to do is to think. Which facts does he need in order to deal with this particular problem or issue? Where can he find them? How can he assess their validity? Students are not computer storehouses for information. They are persons with a potential to think, solve problems and be creative.

Students need both a sense of freedom and set limits. Students are not cattle, nor are they products. They are persons with uniqueness and potentiality. A student develops his identity positively when given some freedom to make decisions, face and solve problems and become involved with people. He may make mistakes, but he is then responsible for them and can learn from them. One does not develop his own potentiality through blind obedience to authoritarianism or by constantly having his deficits pointed out to him. At the same time, students may need and want limits to be set for them. Limits provide order and restraint on one's impulsiveness. Most adolescents are impulsive. They may complain about limits while secretly being grateful that someone recognizes their situation and cares enough to let them cope with it and reach what is more valuable to them.

The college student may lack an expectancy for the future. The many domestic and world problems which seem to threaten a student's future were noted earlier. Will he finish school and be drafted or must he go to jail or flee the country for the sake of his convictions? A minority student may see little in the future for himself except to enter a white society from which he has already experienced alienation, hurt and hatred. If he is from an inner city school, he knows that the facilities

were more run down, teachers less competent and learning geared not to his identity and uniqueness as a black, brown, yellow or red person. He is to become as a white man, but never with white citizenship. If a student is white and affluent, he too may not look expectantly to the future. He has never had to. All of his present needs have been taken care of. There is no reason why the future should differ from the past or present for him. If an affluent student does begin to consider the future, it is often with apprehension. An affluent female student commented, "I've never had to worry. I've had it so good, it has been bad for me. I don't know if I can do any kind of work. I've never tried, but I'm tired of letting my parents take care of me."

These are some of the characteristics and influences which have helped shape the college student of today into who he is. To some extent, he also mirrors who we are as teachers and human development facilitators. For the most part it must be concluded that the college student has gone to a negative, failure oriented identity. Schools and the mass media have contributed significantly to this shaping. Colleges have served as finishing schools to perfect that deficit inadequate, negative identity. The question is whether college educators and college students can be different. Can college educators begin to see the student as a person and education as an opportunity to call forth the unique potentiality of that person in a way that affirms him and lets him go? Can college students become sufficiently aware of who they are and how they got that way, to insist that colleges permit self-development and self-affirmation? The people in college have gone into negative identities -- they are now in hiding behind defenses which deny potential, warmth, and creativity. Where will they go?

The answers to these questions lead us into a futuristic look at education.

Having looked at who the college student is, the more basic question is -- how do we want him to be different? In other words -- where do we want him to get to? But beyond the question of how we want a person to be different is the more basic question -- how does he want to be different? What will he be doing if he is different? The answer to how he is to be different is obviously involved in the mode of instruction or the nature of the instruction that gets offered in the future. As Robert Mager has said in his little book entitled Goal Analysis, "if teaching is going to be successful, there must be a connection between the problem and the solution, between the need for instruction and the nature of the instruction."[6] One of the difficulties of much individualized

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[6]Robert Mager, Goal Analysis (Belmont, California Fearan Publishers, 1972), p. 5.

instruction today is that it is not individualized instruction at all. It is my programming of another at his rate of learning what I want him to learn. Truly, individualized instruction will deal with the way in which a student wishes to be different and how he can best begin to become different. Programmed instruction assumes that a student best learns to be different through the use of verbal skills. He must be able to read a program. That may not at all be true for some students. We will return to the matter of systems approaches a bit later.

As we look at where we might like a student to get to, it seems to me that much of the thinking of Abraham Maslow is directly appropriate. At the risk of being redundant to those of you who know Maslow as well or better than I, I would remind you that as Maslow has constructed his hierarchy of needs, the basic needs are those involving physiological needs, safety and security, love and belongingness and esteem of self and from others. The order in which I have mentioned these is the order in which they must be present. One cannot be concerned about love and belonging if he is hungry. One cannot be terribly concerned about loving other people if he is not safe and one certainly cannot be concerned about the pursuit of truth, or beauty, or justice, or richness, or playfulness, if, in fact, he does not feel loved and does not feel some sense of self-esteem. I do not think it is an oversimplification that many students who enter a community college are, in fact, still dealing at the level of their basic needs. They do not experience love and belongingness very many places in their lives. Their self-esteem is quite low. Thus, when we talk about turning the student on or when we talk about providing a humanistic educational experience, we must begin where the student is. Part of where he is is in his need for love and his need for being able to love himself. Actually, if we could move persons from where they are to the point where they experience love and belongingness and a sense of self-esteem from themselves and from other people, I should think that we had done a great amount for anyone.

The overall goal of where we are heading is well stated by Maslow when he writes "the average individual is motivated by deficiencies -- he is seeking to fulfill his basic needs for safety, belongingness, love, respect, and self-esteem. The healthy man is primarily motivated by his need to develop and actualize his fullest potentialities and capacities . . . by a desire for self-actualication."[7]

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[7]Abraham H. Maslow in Third Force Psychology, edited by Frank Goble, (New York: Grossman Publishers, 1970) p. 30.

But the largest question we face is how the college student can become who he wants to be.

The emphasis for human development facilitators needs to move toward a permeating of the entire educational experience with humanistic assumptions and experiences. It is insufficient and a sheer band-aid effort to confine our efforts to conducting small group experiences with students. As we recall what schools have done and still do to people, it becomes imperative for us to interact with as many forces as possible toward humanizing the college as well as grammar and secondary schools.

The cornerstone of a humanistic educational experience must be the recognition that all persons are of value, not just students. There are times in our evangelical pursuits for humanized education when we may lapse into dehumanizing faculty and administrative persons. To label a faculty member as traditional is more damning to what we will encourage him to become as anything he might say or do to a student. For to give up on a teacher is to give up on all the students with whom he or she will come in contact.

I suspect that most teachers are committed and well-meaning persons who want to be effective and good teachers. Whether they know about or understand humanistic assumptions cannot be assumed. One of the major eye openers for me in the past year has been the number of educators who have asked what is meant by the term "self-actualization." We may become so familiar with humanistic assumptions and jargon that we too readily assume an understanding or awareness that is not present.

Teachers are a lot like people. They can be defensive, tender, hurt, hurting, cold, accepting, and so on. Most of us are quick to latch onto the familiar and to preserve it. Maslow calls this our security need. When we come charging in to blast what teachers are doing, we threaten their security, provoke their defenses, and leave them unaffirmed as persons of worth. It is just as important that teachers have positive self-esteem and feel satisfaction and success in their life and dealings with students as it is that students experience those things.

How we promote such humanistic awareness and experiencing for teachers and administrators is an issue each of us must determine in our own setting. Certainly, small group experiences may afford such an opportunity. Perhaps we begin with those teachers who are known to be receptive and offer them such an experience. From there, we can begin to broaden the opportunity by direct communication and interaction with other teachers and administrators.

A faculty services program may also be initiated. Constructive feedback, discussion and evaluation of instructional modes, course objectives, grading methods, etc., can often be done when a teacher experiences support first, rather than attack or evaluation.

As human development facilitators, there are particular human needs to which we can consistently address both our student and faculty services programs. Let me cite several general necessary conditions toward which we must work and then become more specific.

1. The development of the personal potential of all persons within the college must become a stated top priority. It is absolute foolishness to function in such a way that teachers, student personnel workers, administrators, secretaries, maintenance men, etc., are treated as second class citizens at a time when we are emphasizing that students matter. Students, teachers, and staff people will pick it up and the gross contradiction will nullify our lofty humanistic statements. Besides, if we are only geared to providing a humanizing experience for students, then we are a living contradiciton, for we have put students into a category, rather than experienced them as persons.

2. There must be an awareness that a person's physical, self-esteem, and love needs must be met before a higher order of growth needs can be pursued. Thus, instructional opportunities or educational growth experiences will need to be made available in the areas of self-esteem and loving. Such processes as the Human Potential Seminar developed at Kendall College, the BE-100 course at Santa Fe Community College and the Encounter and Human Development courses as they have been offered at a number of other places may well begin to plug into this.

3. The instructional modes should be geared to the needs of the person. Independent study, lecture, discussions, programmed materials, audio-visual, or none of the above, may all be options of choice. No one mode is best. Some persons will need more structures than others. Some persons will be able to create their own learning modes.

4. We need to identify the learning needs and objectives of persons through human relationships, based on an exploration of strengths, values, successes and life style. These can be self-defined as well as defined by a learning facilitator.

5. The instruction needs to be geared towards self-evaluation, thinking, self-determination, self-affirmation, and self-development.

6. Integration of the cognitive and affective dimensions must occur in a way which results in an integration of the whole. Persons are not in need of either skill development,

analytical and creative thinking, or effective interpersonal relationships, but of all of them.

7. We need a recognition that learning occurs anywhere, not just in classrooms. We need to be able and free to record what a person has done and can do, in order to make his skills available to the community.

8. The concept of failure and indeed of grading, needs to be eliminated. A further learning experience can be indicated as necessary for the learner or facilitator, or both. This does not mean he has failed. It simply means that he needs more time or another learning experience.

The human needs to which we can address our student and faculty services programs -- our human development programs, if you will -- are an increase in self-affirmation, self-determination, self-motivation and empathetic regard for other persons. More specifically, we address ourselves to the need for human intimacy, the joy of being heard, the experience of goal satisfaction and success, personal value clarification, acknowledging of personal strengths, identifying and resolving personal conflicts, in terms of one's own values, and planning a life style based on one's strengths and values.

Self-affirmation and regard for others go together. Rather than describe the Human Potential Seminars[8] which I have worked with for the past 5 years as one method of achieving human development, I would like to amplify some of the components of that process or suggest some future human development instructional possibilities.

Intimacy

The opening phase of many group processes consists of what we have called a personal unfoldment in which one talks about who he is now and how he got that way -- his formative people and experiences. In turn, one listens to others as they share something of who they are. In this experience of sharing and listening, human intimacy occurs.

Intimacy within the college is possible for all who want it. Intimacy between a math teacher and a student may begin from learning how, who, and what has shaped attitudes and feelings about math for each of the two persons. Such human influences cannot be learned from a placement or interest test, but from a person. When we share our experiences

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[8]James McHolland, Human Potential Seminars: Turning on the Gifted Underachiever, (Evanston, Kendall College, 1971).

and ask others to do the same, we put a "person" in education. Intimacy in freshman composition may begin from a recognition that the student works best with a tutor, a computer or by himself. While intimacy may occur between students and teachers as a result of sharing experiences, the same may also occur between faculty, staff, administrators, and human development facilitators. Initially, we may have to begin the interaction by inviting persons into groups, by going where they are both geographically and emotionally, and sharing some of our concerns. Faculty workshops provide a logical place for such human interaction to be started.

Being Heard

The joy of being heard cannot be underestimated. Ours is a society of words. Radios and televisions blare incessantly and newspapers print more words than any of us could read in a day. At such a time, it is rare to discover that someone sees value in something we have said. As feedback can be provided to persons on what they have done and said, we deepen empathy Machines can provide feedback as to "rightness" but they cannot provide feedback as to feelings.

Goal Satisfaction and Success

In the short run as well as ultimately, all of us need to experience satisfaction and success. Out of such is self-esteem developed. Yet many persons -- students, faculty, administrators, do not feel satisfaction or success in their life. We can facilitate this in part through teaching of meaningful personal goal setting strategies. Goals that are achievable on a short, time specified basis, that are specifically measurable, and that one has the self-confidence and desire to attempt, can provide success and satisfaction.

Faculty and administrators need to be helped to recognize both personally and professionally that self-determination involves learning to set your own goals. One of my reservations about the systems approach is that too rarely are the goals those of the student. Even when we provide alternative strategies for achieving those goals, if they are not relevant to the goals of the person, he will likely not have sufficient motivation or interest to meet them. The systems approach is the logical conclusion to the factory-production model of education described by O'Banion.[9] It is essentially an efficient manner of shoveling into a person what we think he needs to know. Billed as individualized instruction, individual differences are considered primarily in terms of rate of learning, not the individual's performance objectives. The

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[9]Terry O'Banion, "Humanizing Education in the Community College" in The Journal of Higher Education, November, 1971.

more systematized the program, the more possible it is to eliminate human interaction and feedback. In short, the more successful is the depersonalization. The same is true when administrators require teachers to accept a given mode of instruction, rather than lead them into an understanding of its need. Goal setting skills need to be taught in the college as a means of helping all persons use their own thinking, curiosity and creativity to provide satisfaction and success in their life and learning. In a humanistic education, the person will be trusted to set his own goals as well as how he will learn. All persons within the college need to be seen as learners and learning facilitators.

Self-determination also involves learning how to evaluate whether one has met his goals. One of the effects of traditional education has been to convey to persons that they are unable to evaluate their own performance. Teachers correct papers, make grade evaluations and assess success or failure. Deans do the same with regard to teachers and presidents continue the process in relation to deans. Thus, we depend on others to know whether we are successful. What is needed is an emphasis on self-evaluation according to self-established measures.

The uniqueness of humans lies partly in their satisfaction and success motivational patterns. In schools, we have consistently tried to motivate students on the basis of external rewards and punishments. When a student has not responded, we have called him unmotivated and a failure. Traditionally, these have been the students who have been advised into career or occupational programs, not out of positive reasons, but because they did not respond. In fact, everyone is motivated. Just how I am motivated right now constitutes my uniqueness and individual difference from other persons. That individuality is what learning facilitators need to help the student discover.

One essential element of humanized instruction must be to enable students to affirm "I'm O.K." When learning objectives are met, it is O.K. to feel good about what one has done. When learning objectives are not met, additional learning experiences or a further clarification of learning objectives is needed, not a label of "failure."

Where a person feels unable to affirm satisfaction or success in his life or to plan for it, a human involvement is indicated which emphasizes his worth. Encouragement to try to do what one has learned to believe he cannot do can result in a rekindling of self-confidence and curiosity.

As far as the institutional response to success of achievement is concerned, a recording of what a person can do and has done is most appropriate. No punishment is indicated for attempts that do not lead to success.

Clarifying Personal Values

Personal value clarification forms the foundation structure upon which a person learns to make decisions, identify and resolve personal conflicts and construct a life style with meaning and purpose.

Seminars are needed to facilitate value clarification, not value change. Rational value choices can lead to behavior and life change which brings self-esteem and concern for others.

When conflicts occur, whether interpersonally or with an institution or group, the conflict is based on one's own value system. To fight or surrender to "him" or "them," rather than to look within at one's own values, is to lose self-esteem, motivation, and empathy. As values are clarified, we need to teach persons how to identify conflicts and options for resolving or managing them. In essence, this is training in decision making, problem solving, and critical and creative thinking.

Acknowledging Personal Strengths

Personal strength acknowledgement is another emphasis which human development instruction must make. Stemming from the Protestant ethic, most of us have learned at school, at home, and at church what is wrong with us. In fact, we have developed a guilt over talking about what is right with us. Several years ago I wrote a paper along with Noel McInnis entitled "Every Student is a Gifted Student." In that paper, we wondered what would happen if educators would hypothesize that something was right with every student and set out to find out what indeed was right. Strength acknowledgement is directly tied to self-esteem. Yet it is common for human development facilitators to have difficulty affirming their own strengths. We have to love ourselves if we would love others. The acknowledgement of strengths affirms the possibility of additional human potential which one might use.

As we learn to direct strength feedback to others, we deepen empathy and intimacy, as well as self-confidence. In our society there is probably more difficulty in receiving positive feedback (love) than there is in giving it -- though both are unusual.

Planning a Life Style

Life style planning needs to receive an emphasis either in small group seminars or in relation to vocational training. Vocational choices need to be based not merely on skills or attitudes which one might acquire, but on one's values and strengths. Too often, vocational choices are made in a values

vacuum without looking at the implications of the life style one has or is choosing.

Persons such as Adler, Otto and Glasser emphasize the importance of choosing a life style that transcends one's own self-interest. In so doing, one begins to move beyond boredom and routine to meaning and purpose. In seeking to relate to others, no matter what vocational area one has chosen, he may well find he needs help in developing interpersonal skills of talking, listening, and being in touch with his own feelings.

Parent Effectiveness Training

Parent effectiveness training needs to be an experience in which present and prospective parents learn how to listen, how to communicate and how to enable decision making, problem solving, and self-esteem to develop positively. Tom Gordon's approach may be useful here.[10]

Environmental Education

Environmental education needs to be emphasized.[11] By environmental education is meant the infusion of people-concern into whatever affects people. The many ways in which our society touches each of us can be made constructive only as we begin to specifically and directly deal with local issues. Community service needs to include experiences which develop self-esteem, good parents and regard for others. Specifically, we need to interact with educational institutions which affect a student before he gets to us as well as after he leaves us. Leisure and play time will be an increasing problem for many and an opportunity for others. Many persons have great difficulty in playing for it is "wasting" time. Recently, in the middle of an adult seminar on conflict identification and resolution, we stopped to go play softball. The intent of doing so had been announced a day earlier. Yet when we reached the point of doing so, resistance developed. Persons were heard to say, "How can you play when you know X has this horrible conflict?" Others were afraid they couldn't play well. After we had played for a while, no one wanted to quit and they asked if we might play again the next day. It is necessary for people to learn to play even though decision making, problem or conflict solving, or other matters are facts in their life.

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[10]Thomas Gordon, Parent Effectiveness Training.

[11]The Center for Curriculum Design at 823 Foster St., Evanston, Illinois is doing much to facilitate environmental education as defined here. They are an excellent resource for humanistic educators.

So often students need drugs to play and adults need alcohol. Or, persons use other persons in order to "play." Play enables us to relax and to regain some of the spontaneity we have lost.

I return again to the children whom I mentioned at the outset. They possess curiosity, aliveness, confidence, trust, spontaneity, tenderness, playfulness, creativity, and great intelligence.

Somehow I think those children are typical of what many of us have been and would like to be. Yet few of us or our colleagues or students are. Something has happened to us. We can introspect indefinitely to find out what or why, or we can put people at the center again and care about what happens to us and to them.

Where have all the people gone? Where are all the people now? Where will all the people go? Who will care what happens for all the people?

NINE

WORKSHOP EVALUATION

IX. W O R K S H O P E V A L U A T I O N

A. BY PARTICIPANTS

Participant reaction to the workshop experience was elecited by an open discussion, as well as a written evaluation.

1. Open Discussion

(a) A complaint of one participant was that the aspect of student personnel services becoming involved with faculty was not covered in the workshop. The need to develop dialogue skills was stressed.

In response to this plea, Dr. McHolland suggested the Human Potential Seminar as a starting point, with the SPS worker first going through it and then offering it to faculty.

Dick DeCosmo also mentioned the procedure utilized at Moraine Valley Community College. There SPS members work on faculty teams and are responsible for some cognitive input.

(b) Tal Mullis mentioned the need for more research rationale in HD instruction and called on Joe Kleeman from Kendall College to discuss his project. Concluding that no comprehensive research had been done on HD courses, Kleeman made a study of his own. His campus had been conducting Human Potential Seminars, and he was impressed not only by how these affirmed his self-concept but also his expectations of others.

Using the Philosophy of Human Nature Scale from George Peabody University, Kleeman pretested and post-tested eight colleges who were also using the Human Potential Seminars. Results of his study are being prepared for publication, but preliminary results revealed that everybody changed significantly more in experimental groups (those utilizing H.P. Seminars) than those in control groups. Thus, Kleeman has concluded that the H.P. program is working.

McHolland supplied information at this point on six areas of the country where people

could be contacted to demonstrate and assist in development of H.P. Seminars.

(c) Summary Remarks by Consultants:

(1) Tal Mullis -- He reiterated the fact that there is no single definition of HD but that all participants should have an abstract idea of what it is in common. Participants, he said, after starting the conference with a sharing of where they were, should be leaving with an idea of where they're going.

Tal was concerned that participants did not deal enough with "ourselves," the roadblocks we present that keep a college from moving in a humanistic direction. He also mentioned the need to discuss HD for staff and that SPS workers can help the Dean of Instruction bring about those changes.

His overall evaluation of the conference was excellent, and he also mentioned the need for future conferences on an instructional model.

(2) George Pilkey -- reinforced the need for SPS to work with faculty and raised the question, "Are we practicing what we preach?"

(3) Don Creamer -- summed the workshop up as an "honest, open, and productive" conference. He wants to see HD instruction happening on a broad-base in a quickening pace.

2. Written Evaluation

Participants were asked to evaluate the workshop by assessing whether it had met six goals on a scale of 1 (Very Well) to 5 (Not at All). Overall ranking was excellent. (See Appendix V for copy of instrument, results, and participant remarks).

The conference goal that received the strongest affirmation that it had been achieved was the aim to acquaint participants with the types and scope of existing human development courses. Second in success was the endeavor to

encourage each participant to prepare ways in which he will initiate, expand or evaluate a human development curriculum on his own campus.

The goal of least achievement was to facilitate the sharing of ideas and concerns about human development instructional programs between student personnel and technical/occupational educators. The low number of technical/occupational people was the most disappointing aspect of the workshop.

B. BY CONSULTANTS AND STAFF

Many questions and suggestions were raised in written and verbal evaluations by consultants and staff. These are summarized below.

1. Mix of People

The workshop, as has been mentioned before, did not draw the "mix" of people hoped for. A preponderance of participants were in counseling, with few technical-occupational people and administrators.

Possible reasons to explain slanted mix included the short preparation time, the problem of instructors being involved in summer school, and the fact that many instructors were not under contract yet.

Suggestions for obtaining more input into technical-occupational people included:

(a) Present results of workshop at technical-vocational conferences.

(b) Submit article about workshop for publications in technical-occupational journals.

(c) Attempt to get Change, a new "target" journal to publish a summary article about the workshop.

2. Interaction of Participants and Consultants

The second question raised involved the difficulty in allowing enough time for interaction between participants and consultants. The complex factors involved in participants

being able to get away for more than three days at a time, keeping participant attendance up in small group meetings, etc., were explored.

Some suggestions for alleviating these factors included:

(a) Allowing time for open discussion after each presentation

(b) Rotating consultants to small group meetings

(c) Allocating a specific time and place where participants can talk with consultants

The group consensus was that time for consultants to interact with participants should be a definite part of the program.

3. Enthusiasm Generated

Staff and consultants agreed that participants became enthusiastic about HD during the workshop. Many testimonials were heard, with strong indications that participants planned to follow through on what they had learned. Consultants received many requests to visit campuses represented, indicating again a strong desire to follow through with expert help.

4. Suggestions for Improvement

Various suggestions were made to attempt to improve workshops of this type:

(a) Increase the time to five days, with didactic presentations establishing the need during the first two days, followed by different group experiences on the last three days.

Response: The problem of losing people on the fourth day was mentioned. One suggestion was to cut presentations to one day. Other suggestions were to add a training component leading to participant presentations to hold them throughout the workshop.

(b) To offer three or four experiences participants can select from plus some cognitive input.

TEN

CONCLUSION -- PROJECT'S IMPACT

X. CONCLUSION -- PROJECT'S IMPACT

Re-discovering the wheel has been a favorite pasttime of educators for decades. Invariably announcements of new, creative, innovative and significant practices are received by some as "ho-hum" reviews of something tried countless times before.

To an extent, human development instructional activities may be viewed by some experts as a "ho-hum," here-we-go-again practice. Yet there is something exciting about the current well-spring of human development programs in community colleges across the nation.

Is there really any difference between this surge of commitment to human growth than those of earlier times? Was the Psychology of Adjustment craze ten to fifteen years ago as good an answer to the instructional dilemmas presented by human nature as anything on the contemporary scene?

Some differences do exist in today's human development experiences as compared to similar instructional programs sponsored by many colleges within the last five decades. However, they need to be examined closely to differentiate between the approaches. Various facets of current human development programs--and how they compare to earlier efforts--are discussed here. They deserve a second look as alternatives to creating and/or maintaining viable instructional and student personnel programs.

1. Most human development programs demand cooperative efforts among what are often conflicting parties: instruction and student personnel, counselors and teachers, college and community, administrators and teacher, and students and "the system." Because human development programs typically require an instructional format utilizing student personnel expertise, this cooperation is crucial to the organization of pervasive activities structured to reach large numbers of students.

2. Many human development programs of today are far more organized and potentially more lasting than earlier efforts. They are also more comprehensive than before. In many instances, complete curricula in HD have replaced scattered attempts such as learning units or one or two sections of courses offered to students who had nothing else to take.

3. Contemporary human development programs often aid in integrating student personnel services into the mainstream of the campus. Instead of offering an endless array of services designed to meet every conceivable student need outside the classroom, student personnel workers can take an organized

approach. By offering activities through instructional programs designed to meet the needs of an heterogeneous student population, student personnel services' impact on the total college can be greatly increased. Although student personnel objectives have always stressed a "development-of-the-whole-being" approach, they have strongly utilized a fragmented service matrix to accomplish these objectives. Various models of human development programs offer a more practical approach to accomplishing student personnel objectives than service models.

4. Current human development programs are frequently modeled after educational structures which have demonstrated their ability to modify behavior in desirable ways. Earlier efforts stressed an intellectual base of understanding, while today's methods are more experimental in nature.

This study has sought to examine current practices in human development instruction. There were some surprises, such as the discovery that one college offered 150 sections of some human development experience each semester! There were other discovers of a less startling, though perhaps no less significant, nature. All of these discoveries have been discussed to some extent in previous sections of this report. Some need review here and additional emphasis.

Those who seek a rationalization to support a narrow, service-oriented student personnel program will find no solace in this study. Human development programs are sometimes viewed as complicated, sophisticated offerings of the wealthy, well-staffed colleges. Not so, according to this study. To head the list of findings, this study yields the surprising result that colleges offering human development experiences cannot be distinguished from colleges who are not offering similar experiences because of (a) size of student personnel services staff, (b) size of student enrollment, (c) total number of faculty members, (d) type of financial support, or (e) type of campus. Offering human development experiences seems to depend on the initiative of some person, not on the nature of the college.

Because well organized human development programs necessitate considerable cooperation between the offices of instruction and student personnel services, this relationship should be examined closely. This study showed something more than a casual relationship existing between these offices on those campuses with human development programs, yet nothing extraordinary. Apparently student personnel deans on these campuses are able to influence curricular developments without having some arbitrary "authority" over instructional programs. It is strongly suspected that professional clout is more a result of the merits of one's ideas in most places than in the austerity of one's titles.

The importance of teaching human relations skills in technical/occupational programs has been strongly referenced. This study showed that those colleges offering some type of human development program also offered substantial learning units in human relations in their technical/occupational programs. This finding suggests that successful human development instructional programs do influence other curricula in the college.

Instructors for human development programs are drawn most commonly from regular counseling staffs or other student services staffs. The significance of this finding lies not in the fact that counselors teach, but in what they are teaching. It has been considered "good medicine" for counselors to be engaged in teaching. Get them close to the mainstream. Let them know what an instructor's problems are. Let them work with normal groups of students. Ad infinitum. However, the effects of assigning counselors to teach subjects for which they are minimally prepared and making assignments for obviously economical rather than educational reasons have rarely been examined. One frequent consequence of this sort of assignment--since counselors can see the real reward system within an institution--is that a (full-time?) counselor quickly becomes a full-time teacher and part-time counselor.

This study shows that what counselors are teaching now in the classroom is closely related to what they have been teaching in their offices or in small groups. Suddenly, what counselors are teaching is legitimate, like "regular" courses. When put together, these courses form "real" curricula. Now counselors are a part of the mainstream of the institution by doing what they are best qualified to do, that is, teach their discipline, human development.

What does offering a program in human development do for a college? The respondents to this project cited many pluses like:

--helped to improve the self-concept of students

--helped establish a more healthy learning climate

--helped in staff development programs

--helped facilitate student input into curriculum development and design

--helped increase the employability of students

--helped reduce traditional approaches to learning

--helped reduce student drop-out rates

--helped link student personnel to the instructional program

--helped convince the administration of the value of human development programs

Many of the participants in this study attended the workshop phase of the project. There they dealt with some of the management problems associated with organized human development programs in addition to hearing mounting evidence of the value these programs hold for students, faculty, and the college. These workshop participants also were able to formulate their own plans of action to be carried out at their college upon their return. Thus, this project has yielded not only what has transpired in human development programs but what may transpire this year.

A complete file of these plans is presented in Appendix IV. To illustrate the variety as well as the significance of these plans, some representative ideas are shown here:

1. Plan to develop a special interdisciplinary curricula.
2. Plan to begin with a voluntary group, probably recruited from the orientation course.
3. Plan to work with one faculty member and his students toward H.D. goals.
4. Plan to provide a training program for the development of facilitators for use in H.D. programs.
5. Plan to write goals and objectives for an H.D. program.
6. Plan a faculty in-service workshop to introduce H.D.
7. Plan to work toward a non-punitive grading system.
8. Plan to conduct a pilot H.D. course.
9. Plan to present H.D. course to curriculum committee for credit and to add to core curriculum.
10. Plan to offer a voluntary group patterned after El Centro's courses.
11. Plan to submit a proposal for an H.D. department.
12. Plan to offer Human Potential Seminars for total administrative staff.
13. Plan to work toward state approval of H.D. course for credit.

14. Plan to coordinate all H.D. instruction under one person.

15. Plan to offer leadership seminar for student activity leaders.

16. Plan to promote in-service training of counselors and teaching faculty in H.D. experiences.

17. Plan to involve the administration and faculty in H.D. seminars.

18. Plan to alert administration to recent developments in H.D.

19. Plan to work toward some team teaching.

20. Plan to involve myself in a Human Potential Seminar.

21. Plan to begin offering a new course in Career Planning.

22. Plan to review the literature on H.D.

23. Plan to conduct periodic staff sessions to clarify and reach agreement on performance objectives for H.D. courses.

24. Plan to organize H.D. teaching activities into a syllabus.

25. Plan to conduct workshops for groups within the community.

26. Plan to provide micro-lab type experiences for freshmen.

27. Plan to conduct a study of the effort of self-help groups on grade point average and retention.

28. Plan to get started doing something.

29. Plan to establish a committee to review merits of H.D.

30. Plan to serve as a consultant to biology faculty to evaluate their audio-tutorial program.

31. Plan to develop evaluation procedures for some H.D. activities.

32. Plan to follow up on five present faculty contacts and inititate five additional by November 1.

33. Plan to visit in classrooms.

34. Plan to offer Human Development practicum for faculty and administrators during the fall semester.

35. Plan to recruit faculty and staff on non-paid basis to offer evening and weekend experiences of various kinds.

36. Plan to offer at least five staff-faculty led groups.

37. Plan to use video tapes for evaluation of teaching effectiveness.

38. Plan to broaden H.D. course offerings.

One workshop participant may have summed up the feelings of many when he said that his plan for the year was to "spend a hell of a lot of time in attempting to change the thinking and attitudes of more members of our production-oriented organization by getting a chance to demonstrate in classrooms what the H.D. approach is all about."

Many participants in the workshops spoke of long-term goals in general terms, but all spoke of doing something. The result of this attitude is that some stepped-up activity in developing H.D. programs is to be expected next year.

Although H.D. type programs will likely mushroom no matter what effects this project has, gaining perspective on these developments and reporting them accurately has been a worthwhile venture. The momentary encouragement and excitement generated by the project to organize new programs falls second in importance to the breakthrough in follow-up on specific progress, measurement of success, and reporting of results to the community college market.

An additional impact of this project has been the motivation of some persons from the sponsoring institution to work toward follow-up activities. Plans are underway to seek additional funding in order to conduct a series of training institutes in H.D. instruction on a regional basis. Other follow-up activities are planned, including writing for journals to make these findings available to others in the community college and conducting follow-through surveys on the effects of this project.

It may be too soon to tell what effect this project has had on the national scene, but it's not too soon to observe the effect on some specific people and/or institutions. Some of the plans were implemented only a few weeks after the workshop. For example, one of the most grandiose plans called for the creation of a division of experimental studies which is now a reality. Another example of the project's impact can be seen in the nature of the professional workshops and

conferences being organized across the country. Literally one-half of the workshops in community college student personnel services are devoted to human development concepts and practices. Phone calls and letters clearly indicate that action is being taken now.

It was reported earlier that offering human development experiences seems to depend on the initiative of some person, not on the nature of the college. In like manner, one of the consequences of this study has been to insure the continued interest and desire of the proposer of the project to work toward greater accomplishments in H.D. instruction.

A P P E N D I X O N E

SUMMARY OF SURVEY INSTRUMENT #1

El Centro College

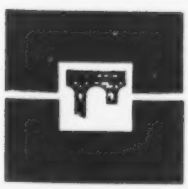
PROJECT TITLE: Human Development Instruction For Career Students In The Community College: An Exploratory Study

April 14, 1972

URGENT REQUEST

Dear Colleague:

The purpose of this mailing is two-fold: (1) to announce an exciting research project (an ABSTRACT is enclosed), and (2) to request your immediate response to the enclosed questionnaire. We believe the nature of this project to be of such significance to require no apology in requesting you to participate in another survey. We realize that the time is late in the year; however, the grant funds require that the project be finished by June 30, 1972. We hope you understand this problem and that you will participate fully and as quickly as possible.



Main and Lamar
Dallas, Texas 75202

First, your attention is called to the ABSTRACT of the project. You will note that we plan a three-phase effort: (1) a national survey of junior colleges to examine human development instructional programs, (2) a regional workshop to synthesize the data and propose alternative approaches to human development instruction, and (3) to write a monograph describing alternative approaches to human development instruction.

President:
Donald T. Rippey
Dean of Instruction:
C. H. Palmer
Dean of Students:
Don G. Creamer
Associate Dean of Instruction:
Ruby H. Herd
Associate Dean of Instruction:
Carl M. Nelson
Associate Dean of Evening and Adult Education:
Kenneth L. Permenter
Associate Dean for Business Affairs:
Robert L. Ware

There are two focal points of the study: (1) to examine the potential for human development instruction as a logical extension of student personnel services, and (2) to examine the potential for human development instruction in the process of humanizing technical/occupational education.

Since we are interested in learning of human development-type curricula at your college--no matter whether it is organized under student personnel or under instruction--would you see that this questionnaire is completed even if you are not the appropriate person to do it.

The instrument in this mailing is a preliminary search for human development programs. A more intensive follow-up survey will be sent to those institutions who indicate that they offer a human development curriculum in their instructional program.

A stamped self-addressed envelope is enclosed for your convenience in returning these materials to us.

Warmest regards,

EL CENTRO COLLEGE OF THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Charlie R. Morgan
Project Director

ABSTRACT

Human Development Instruction for Career Students
in the Community College: An Exploratory Study

El Centro College of the
Dallas County Community College District
Main and Lamar
Dallas, Texas 75202

PROBLEM: Instructional programs in student development are essential to the integration of student personnel services and technical/occupational programs into the mainstream of colleges. At this time, no guidelines for development or improvements of these programs exist. A study and evaluation of existing programs, as well as collaboration among colleges on concepts for instructional planning, are necessary to insure desired growth of student development instructional programs.

OBJECTIVES: The overall objectives of this proposal are to survey the existing student personnel programs across the nation and to conduct a state-wide workshop in student personnel instructional programs. Special emphasis will be placed on developing instructional models that will provide the technical/occupational student with the human relations skills he needs to succeed in the world of work.

PROCEDURES: A two-phase survey will be conducted to gather data on existing instructional programs in student development. Materials and information collected will form a discussion base for a workshop involving teams from Texas community colleges, League for Innovation colleges, and selected colleges out of Texas. Consultants who are proficient in student personnel services, technical/occupational programs, and curriculum design will be contracted to conduct the workshop. Alternative instructional models will be developed during the workshop and compiled by the project director, along with discussion of other phases of student development programs.

RESULTS TO BE PRODUCED AND PROPOSED UTILIZATION OF FINDINGS: Results of the survey and workshop, which will include alternative instructional models, discussion of management problems, methods for financing and staffing, guides to quality control, and "signposts of success," will be published and disseminated to all interested parties. In essence, this report should serve as a useful guide to any college wishing to develop or improve an instructional program related to student personnel services.

PROJECT DIRECTOR: Charlie R. Morgan

EL CENTRO COLLEGE
Dallas, Texas

Human Development Instruction for Career Students
in the Community College: An Exploratory Study

Survey Instrument #1

Instructions

This instrument is designed to identify those colleges offering human development instruction in any form. Human development instruction is defined as those instructional programs dealing essentially with the experience of the student as content and which purport to facilitate his growth as a learner and as a person. If you offer human development instruction in any form, you will be contacted again for more detailed information concerning your program.

I. Characteristics of the College

Name of College: _____

Address of College: _____
Street City State Zip Code

Your Name: _____ Title: _____

Enrollment: _____ Head Count _____ FTE Total faculty members/counselors: _____

Type of financial support: ☐ state ☐ local ☐ private

Is your college more ☐ urban ☐ rural

Is your college ☐ multi-campus ☐ single campus

II. Characteristics of Student Personnel Services Program

1. Please draw a simple administrative chart for student personnel services at your college.

2. How many professional student personnel staff members do you employ? _____

3. Do any of your student personnel services staff members teach?

☐ Yes ☐ No

4. If the answer to "3" is "yes," please list the names of all courses taught by student personnel services staff at your college, including credit hour values.

Name of course taught by any member of your staff (Ex: psychology, sociology)	Credit hour value
_____	_____
_____	_____
_____	_____
_____	_____

5. Is student personnel services in any way administratively responsible for instructional programs at your college?

☐ Yes ☐ No

6. If the answer to "5" is "yes," please list the names of the programs, titles of courses, and who teaches them. (Please supplement this simple structure if appropriate.)

Name of Program: _____

Title of courses: a. _____

b. _____

c. _____

Title/Name of teachers:

a. _____

b. _____

c. _____

7. Please describe (or show in chart form) the relationship which student personnel services has to the instructional program at your college.

8. Please show as specifically as possible the relationship of student personnel services to technical/occupational programs.

9. Do you have "vocational counselors" designated on your campus?

☐ Yes ☐ No

10. In what ways are "vocational counselors" related to technical/occupational instruction on your campus? Please describe.

III. Characteristics of Instruction Programs

1. Please estimate head-count enrollments in each of the following:

	Estimated Enrollment
College-parallel programs	_____
Technical/occupational programs	_____
Remedial non-credit programs	_____
Community service (non-credit) programs	_____
Other programs	_____

2. Aside from standard psychology or sociology courses, do you offer any courses in human development (self-development, human relations, interpersonal relations)?

☐ Yes ☐ No

3. If the answer to "2" is "yes," please list them with a brief description. Please use more space if necessary.

a.

b.

c.

4. In your technical/occupational programs, estimate the amount of formal instructional time directed toward improved knowledge of self, improved understanding of others, and improved understanding of one's environment.

☐ Negligible ☐ 1-5% ☐ 5-10% ☐ 10% or more

Please feel free to answer this question in some other way.

5. From an instructional viewpoint, how is career planning for technical/occupational students accomplished on your campus? (example: vocational counseling, special instructional programs, etc.)

Please return to:

Mr. Charlie R. Morgan
Director, HD Instruction Project
El Centro College
Main and Lamar
Dallas, Texas 75222

A stamped, self-addressed envelope is provided for your convenience.

PRELIMINARY ANNOUNCEMENT OF A
WORKSHOP ON HUMAN DEVELOPMENT
INSTRUCTION FOR CAREER STUDENTS
IN THE COMMUNITY COLLEGE

Dallas, Texas
June 27-29, 1972

Hotel site to be announced.

The project staff announces a workshop to focus on human development instruction for career students in the community college during the last week in June. Since the workshop is being held primarily for Texas community colleges and colleges within the LEAGUE FOR INNOVATION, pre-registration for the workshop will be required. The content of the workshop--to be led by qualified consultants in human development curricula--will deal with an analysis of the data gathered during the preliminary phase of a research project designed to college data on human development instruction from community colleges throughout the nation. The workshop group will propose alternative methods for human development instruction.

No registration fee is planned.

If you feel you may be interested in registering for this workshop, please return the bottom portion of this page for our information. Further details will be sent.

Project Staff:
Mr. Charlie R. Morgan, Project Director, El Centro College.
Dr. Don G. Creamer, Dean of Students, El Centro College.
Mr. Jerry Wesson, Division Chairman, Human Development, El Centro College.
Miss Vickie Pennington, Special Services, Dallas County Junior College District.

* *

Please Check:

☐ Yes, I believe I may be interested in attending the Dallas workshop on human development instruction.

☐ No, I cannot attend the workshop, but would be interested in the monograph for study.

Name: _____

Title: _____

College: _____

Mailing Address: _____
City State Zip Code

Phone Number: Area Code _____ Calling Number _____

SUMMARY OF SURVEY INSTRUMENT #1

PURPOSE OF INSTRUMENT #1: To identify those colleges offering human development instruction in any form.

DEFINITION OF HUMAN DEVELOPMENT INSTRUCTION: Those instructional programs dealing essentially with the experience of the student as content and which purport to faciliate his growth as a learner and a person.

ABOUT SURVEY INSTRUMENT #1:

920 were mailed to community colleges across the nation
322 colleges responded
100 colleges indicated some type of human development program and were mailed Survey Instrument #2

TABULATION OF SURVEY INSTRUMENT #1:

Figures pertaining to colleges who indicated some type of HD program are always under columns titled #1.
Figures pertaining to colleges who indicated no HD programs are always under columns titled #2.
Total figures are also reflected.

RESPONSES TO SURVEY INSTRUMENT #1

I. CHARACTERISTICS OF THE COLLEGES

A. Location -- Colleges from every section of the country responded:

State	#1	#2	Total
Alabama	0	6	6
Alaska	0	1	1
Arizona	2	3	5
Arkansas	0	1	1
California	10	22	32
Canada	0	2	2
Colorado	5	6	11
Conneticut	4	2	6
Delaware	0	4	4
Washington, D.C.	0	1	1
Florida	2	11	13
Georgia	1	3	4
Hawaii	1	1	2
Idaho	0	1	1
Illinois	13	13	26
Iowa	5	4	9
Kansas	3	9	12
Kentucky	3	2	5
Maryland	4	8	12

State	#1	#2	Total
Massachusetts	5	6	11
Michigan	8	4	12
Minnesota	2	9	11
Mississippi	0	8	8
Missouri	5	6	11
Nebraska	1	4	5
Nevada	0	1	1
New Hampshire	0	1	1
New Jersey	0	8	8
New Mexico	1	2	3
New York	7	16	23
North Carolina	6	22	28
North Dakota	0	3	3
Ohio	4	1	5
Oklahoma	0	9	9
Oregon	1	1	2
Pennsylvania	2	14	16
South Carolina	1	2	3
Tennessee	1	5	6
Texas	4	21	25
Utah	0	1	1
Vermont	0	2	2
Virginia	3	6	9
Washington	2	4	6
Wisconsin	1	5	6
Wyoming	1	3	4
Puerto Rico	0	1	1

B. Headcount:	#1	#2	Total
0 - 500 =	10	48	58
501 - 1500 =	32	91	123
1501 - 3500 =	38	69	107
3501 - =	35	50	85
TOTALS	115	258	373

Summary of Survey Instrument # 1

C. FULL TIME EQUIVALENT:	#1	#2	Total
0 - 500 =	16	47	63
501 - 1500 =	27	104	131
1501 - 3500 =	33	38	71
3501 - =	19	24	43
TOTALS	95	213	308

D. TOTAL FACULTY MEMBERS	#1	#2	Total
0 - 25 =	6	26	32
26 - 100 =	53	120	173
101 - =	42	60	102
TOTALS	101	206	307

E. TYPE OF FINANCIAL SUPPORT	#1	#2	Total
State =	101	202	303
Local =	72	133	205
Private =	11	33	44
TOTALS	184	368	552

F. TYPE OF CAMPUS:	#1	#2	Total
Urban =	50	117	167
Rural =	55	144	199
TOTALS	105	261	366
Multi-campus =	31	42	73
Single campus =	66	190	256
TOTALS	97	232	329

II. CHARACTERISTICS OF STUDENT PERSONNEL SERVICES PROGRAM

1. Q: Please draw a simple administrative chart for student personnel services at your college.

	#1	#2	Total
Usual =	110	231	341
Unusual =	5	6	11
TOTALS	115	237	352

Survey Instrument #1

2. Q: How many professional student personnel staff members do you employ?

	#1	#2	Total
0 - 5 =	36	114	150
6 - 10 =	37	84	121
11 - 30 =	38	44	82
31 -	2	8	10
TOTALS	113	250	363

3. Q: Do any of your student personnel services staff members teach?

	#1	#2	Total
Yes =	101	149	250
No =	18	111	129
TOTALS	119	260	379

4. Q: If the answer to "3" is "yes," please list the names of all courses taught by student personnel services staff at your college, including credit hour values.

(A complete listing is attached)

	#1	#2	Total
Psychology =	53	79	132
Sociology =	9	20	29
TOTALS	62	99	161

5. Q: Is student personnel services in any way administratively responsible for instructional programs at your college?

	#1	#2	Total
Yes =	35	43	78
No =	76	212	288
Trying =	2	0	2
TOTALS	113	255	368

6. Q: If the answer to "5" is "yes," please list the names of the programs, titles of courses, and who teaches them.

(See attached listing.)

7. Q: Please describe (or show in chart form) the relationship which student personnel services has to the instructional program at your college.

	#1	#2	Total
Committees= (equal-supportive) =	80	159	239
Direct Input =	19	18	37
Negligible =	16	45	61
TOTALS	115	222	337

8. Q: Please show as specifically as possible the relationship of student personnel services to technical/occupational programs.

	#1	#2	Total
Placement =	11	18	29
One-to-one =	7	7	14
Regular (supportive) =	63	115	178
Assigned to Divisions =	18	18	36
Negligible =	7	28	35
TOTALS	106	186	292

9. Q. Do you have "vocational counselors" designated on your campus?

	#1	#2	Total
Yes =	52	116	168
No =	57	138	195
TOTALS	109	254	363

10. Q. In what way are "vocational counselors" related to technical/occupational instruction on your campus? Please describe.

	#1	#2	Total
Regular =	38	35	73
Special (ex. assign. to div.) =	17	24	41
None =	4	9	13
TOTALS	59	68	127

III. CHARACTERISTICS OF INSTRUCTION PROGRAMS

1. Q: Please estimate head-count enrollments in each of the following:

A. College-parallel programs

	#1	#2	Total
0 =	0	7	7
1 - 1000 =	54	147	201
1001 - 2000 =	26	43	69
2001 - 3000 =	14	9	23
3001 - 4000 =	9	5	14
4001 - =	6	21	27
TOTALS	109	232	341

B. Technical/occupational programs

	#1	#2	Total
0 =	0	5	5
1 - 500 =	49	124	173
501 - 1500 =	40	68	108
1501 - 3000 =	16	20	36
3001 - =	5	19	24
TOTALS	110	236	346

C. Remedial non-credit programs

	#1	#2	Total
0 =	0	33	33
1 - 500 =	62	133	195
501 - =	7	17	24
TOTALS	69	183	252

D. Community Service (non-credit) programs

	#1	#2	Total
0 =	0	20	20
1 - 500 =	50	87	137
501 - =	33	86	119
TOTALS	83	193	276

2. Q: Aside from standard psychology or sociology courses, do you offer any courses in human development (self-development, human relations, inter-personal relations)?

Survey Instrument #1

	#1	#2	Total
Yes =	110	82	192
No =	2	165	167
TOTALS	112	247	359

3. Q: If the answer to "2" is "yes," please list them with a brief description. (See attached list.)

4. Q: In your technical/occupational programs, estimate the amount of formal instructional time directed toward improved knowledge of self, improved understanding of others, and improved understanding of one's environment.

	#1	#2	Total
Negligible =	25	69	94
1-5% =	41	64	105
5-10% =	18	57	75
10% or more =	17	29	46
TOTALS	101	219	320

5. Q: From an instructional viewpoint, how is career planning for technical/occupational students accomplished on your campus?

Orientation =	15	21	36
Seminars and courses =	25	23	48
One-to-one =	72	171	243
Printed material =	7	1	8
Faculty advisors =	16	26	42
Career Resource Centers=	5	7	12
TOTALS	140	249	389

A P P E N D I X T W O

SUMMARY OF SURVEY INSTRUMENT # 2

May 15, 1972

El Centro College

Dear Colleague:

You recently responded to a questionnaire from us which indicated that you may offer some type of human development instruction at your college. A follow-up questionnaire is enclosed, designed to elicit considerably more of the details of your program.

Perhaps a reminder of why all of these questionnaires are necessary would be helpful. First, we hope to identify HD programs in community colleges in the U.S. Second, we hope to learn of the diversity and depth of these HD programs so as to be able to classify them for study. Third, we hope to study the nature of all HD programs in a workshop setting to learn of the advantages and disadvantages of each type. Fourth, we hope to write our findings into a report to community college student personnel workers so that they may know of the value of HD instruction in its several forms. Of particular need in this study, is to look at the relationship of HD instruction to technical/occupational education in terms of its effectiveness as a vehicle for vocational counseling, and its effectiveness in the process of humanizing technical/occupational education.

Main and Lamar
Dallas, Texas 75202

As we indicated in our last mailing, a workshop will be held in Dallas, June 27-29, 1972, to study in-depth the data we have gathered from these questionnaires with a view toward how it may be useful to student personnel workers across the nation. Many of you have already indicated an interest in attending the workshop. For those of you in this sample who have not expressed an interest yet, we hope you will reconsider. It is particularly your involvement in the workshop which we need.

President:
Donald T. Rippey
Dean of Instruction:
C. H. Palmer
Dean of Students:
Don G. Creamer
Associate Dean of Instruction:
Ruby H. Herd
Associate Dean of Instruction:
Carl M. Nelson
Associate Dean of Evening and Adult Education:
Kenneth L. Permenter
Associate Dean for Business Affairs:
Robert L. Ware

Naturally, we are in a hurry again. Please respond immediately by completing the enclosed questionnaire (and hopefully, by making plans to attend the Dallas workshop). If we find it necessary to seek even more information than this questionnaire asks for, we will call by phone.

Warmest regards,

Charlie R. Morgan
Project Director

P.S. Please make your plans to attend the HD instruction workshop, June 27-29, 1972, Executive Inn, Dallas, Texas.

Enclosures

EL CENTRO
COLLEGE
OF THE
DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

Dallas, Texas

Human Development Instruction for
Career Students in the Community
College: An Exploratory Study

YOUR IMMEDIATE RESPONSE IS URGENTLY NEEDED

Survey Instrument #2

On an earlier survey related to this project, you indicated that your college offers some form of human development instruction (i.e., an instructional program dealing essentially with the experience of the student as content and which purports to facilitate his growth as a learner and as a person). To provide us with more detailed information about your program, would you please complete and return this survey form. We are interested in the specifics of your program, and if the following questions do not cover all aspects, please include any additional information you think would be helpful.

Name of your college: _____

Name of person at your college to be contacted for additional information:

Name: _____

Title: _____

Characteristics of your human development (HD) curriculum:

Number of courses offered: _____

Number of sections offered: _____

Average number of students per section: _____

Number of semesters HD courses were offered: _____

Date first HD courses were offered: _____

Have they been offered every semester since they were started?

☐ Yes ☐ No

(If "no" please explain why)

Characteristics of faculty teaching human development courses:

1. How are they selected?

2. List faculty members who teach HD courses, their primary function at your college (ex., counselor, English instructor, etc.), and the number of HD sections they teach.

Name	Title	Number of HD Sections
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

List administrators and supervisors in charge of your HD program and their titles.

List and describe each HD course you offer, indicating how many sections of each are presently being taught. Course descriptions may suffice; however, if other information would help to understand your course, please send that.

Characteristics of students enrolled in HD courses. (Estimate percentages in each of the following classifications.)

Total student population enrolled in HD courses: _____%

HD enrollment who are technical/occupational students: _____%

HD enrollment who are college-parallel students: _____%

What type of credit is given for HD courses? Check all appropriate responses.

AA Degree	☐	Technical/Occupational Degree	☐
Transfer Credit	☐	Elective Credit	☐
No credit	☐	Other (Explain)	☐

Please write "True" or "False" beside each of the following statements as you believe they apply to your HD curriculum.

1. _____ Our HD program has helped to improve the self-concept of students.

2. _____ Our HD program has helped to establish a more healthy learning climate at our college.

3. _____ Our HD program has been utilized for professional staff development. (If "True" please explain how)

4. _____ Our HD program has facilitated student input into curriculum development and design.

5. _____ Our HD program has increased employability of some students.

6. _____ Our HD courses can be transferred for credit to other colleges.

7. _____ Our HD program has helped reduce "traditional" approaches to learning at our college.

8. _____ Evidence leads us to believe that HD courses have helped to curtail student drop-out.

9. _____ Our HD program has linked student personnel services to the instructional program.

10. _____ Our HD curriculum has helped in the process of integrating all educational programs at our college.

11. _____ A weakness of our HD curriculum is that not enough credit is given for HD courses.

12. _____ The boundaries of our HD program are limited because it is administered under the wrong division. (If answer is "True" please explain)

13. _____ Our HD curriculum has helped to legitimize student personnel services as a "teaching" function on our campus.

14. _____ Our HD program has helped to open the door to other non-traditional instruction at our college.

15. _____ Quality control of HD instruction is difficult to maintain.

16. _____ A difficulty with our HD program is obtaining instructors with expertise in this area.

17. _____ Our campus lacks expertise in HD curriculum development.

18. _____ Our HD program is hampered by inadequate physical facilities.

19. _____ Scheduling HD classes is a difficulty.

20. _____ Student interest in HD courses is high.

21. _____ We do not offer enough sections of HD to meet student demand for the courses.

22. _____ Our faculty recognizes the HD curriculum as a legitimate and worthwhile program.

23. _____ Financing our HD program is a problem.

24. _____ Our HD program is not as large as necessary due to financing problems caused by student-teacher ratio.

25. _____ On the whole, our administration supports and recognizes the value of HD offerings.

26. _____ A desirable student-teacher ratio is maintained in our HD classes. That ratio is _____.

Estimate how well HD courses are helping to meet vocational counseling objectives at your college:

In what ways do you believe your HD curriculum has helped your overall program of student personnel services?

Discuss briefly how successful you believe your HD program has been (what it has achieved, its major weaknesses, plans for future expansion, etc.)

Have you received community feedback on your HD program? ☐ Yes ☐ No
(If "yes" please explain)

Have employers in your community requested that technical/occupational students enroll in HD courses? (If "yes" please elaborate)

☐ Yes ☐ No

In a workshop in human development instruction, what areas or related topics would you like to see covered?

What type of workshop activities would appeal to you for developing alternative approaches to human development instruction? (ex., didactic presentations, small group problem-solving sessions, etc.)

PLEASE FORWARD COPIES OF ALL MATERIALS RELATED TO COURSE CONTENT AND MANAGEMENT OF YOUR HUMAN DEVELOPMENT PROGRAM. ALSO, PLEASE INCLUDE ANY ADDITIONAL INFORMATION YOU FEEL IS IMPORTANT.

If any question arises about this instrument, the workshop, or any phase of this project, please CALL COLLECT:

Charlie Morgan
214/746-2207
Director, HD Instruction Project
El Centro College
Main and Lamar
Dallas, Texas 75202

A stamped self-addressed envelope is provided for your convenience.

SUMMARY OF SURVEY INSTRUMENT #2

PURPOSE OF INSTRUMENT #2: To gather more detailed information about human development programs in progress at colleges responding to Instrument #1.

ABOUT SURVEY INSTRUMENT #2:

90 were mailed to community colleges responding to Instrument #1.
59 colleges responded.

RESPONSES TO SURVEY INSTRUMENT #2

I. CHARACTERISTICS OF YOUR HUMAN DEVELOPMENT (HD) CURRICULUM:

A. Number of courses offered:

1	= 27
2	= 14
3	= 5
4	= 6
5	= 5
6	= 1
7	= 1
T1.	59

B. Number of sections offered:

1 - 5	= 25
5 - 10	= 16
10 - 15	= 6
15 - 35	= 10
35 - 50	= 1
100	- 1
T1.	= 59

C. Average number of students per section:

1 - 8	= 5
8 - 12	= 24
12 - 15	= 12
15 - 30	= 14
30 - 40	= 1
T1.	= 56

D. Number of semesters HD courses were offered:

1	= 3		
2	= 19	8	= 2
3	= 8	9	= 1
4	= 9	10	1
5	= 2	12	2
6	= 4	15	1
		25 yrs	= 1
		T1	= 52

E. Date first HD courses were offered:

1948	= 1	1968	= 6
1964	= 1	1969	= 7
1965	= 3	1970	= 14
1966	= 4	1971	= 17
1967	= 2	1972	= 7
		T1.	= 62

F. Q: Have they been offered every semester since they were started?

Yes	= 55
No	= 5
T1.	= 60

II. CHARACTERISTICS OF FACULTY TEACHING HUMAN DEVELOPMENT COURSES:

1. Q. How are they selected?

   A: Student services staff, counseling staff, education, experience, screened volunteer, interest, psychology, committee appointed by president.

2. Description of HD courses:

   A: To develop good relations with workers, supervisors, etc; interpersonal relationships; examination of values, attitudes, interests and beliefs; how to relate, actualize potential; library utilization; personal, academic and vocational concerns; encounter groups; to improve reading, writing and vocabulary skills; career planning.

III. CHARACTERISTICS OF STUDENTS ENROLLED IN HD COURSES. (estimate percentages in each of the following classifications.)

1. Total student population enrolled in HD courses:

1 -	25%	= 37
25 -	50%	= 9
50 -	75%	= 2
75 -	100%	= 3
Total		= 51

2. HD enrollment who are technical/occupational students:

1 -	25%	= 22
25 -	50%	= 9
50 -	75%	= 5
75 -	100%	= 3
Total		= 39

3. HD enrollment who are college-parallel students:

1 -	25%	= 21
25 -	50%	= 7
50 -	75%	= 8
75 -	100%	= 8
Total		= 44

IV. WHAT TYPE OF CREDIT IS GIVEN FOR HD COURSES? Check all appropriate responses.

1. AA Degree = 44
2. Transfer credit = 40

3. No credit = 7
4. Tech/occ Degree = 34
5. Elective Credit = 46
6. Other = 6
Total = 177

V. Q: PLEASE WRITE "TRUE" OR "FALSE" BESIDE EACH OF THE FOLLOWING STATEMENTS AS YOU BELIEVE THEY APPLY TO YOUR HD CURRICULUM:

1. Q: Our HD program has helped to improve the self-concept of students.

True = 57 (100%)
False = 0
TOTAL 57

2. Q: Our HD program has helped to establish a more healthy learning climate at our college.

True = 51 (93%)
False = 4 (7%)
TOTAL 55

3. Q: Our HD program has been utilized for professional staff development.

True = 30 (53%)
False = 27 (47%)
TOTAL 57

4. Q: Our HD program has facilitated student input into curriculum development and design.

True = 26 (47%)
False = 29 (53%)
TOTAL 55

5. Q: Our HD program has increased employability of some students.

True = 36 (80%)
False = 9 (20%)
TOTAL 45

6. Q: Our HD courses can be transferred for credit to other colleges.

True = 43 (78%)
False = 12 (22%)
TOTAL 55

7. Q: Our HD program has helped reduce "traditional" approaches to learning at our college.

True = 40 (70%)
False = 17 (30%)
TOTAL 57

8. Q: Evidence leads us to believe that HD courses have helped to curtail student drop-out.

True = 34 (77%)
False = 10 (23%)
TOTAL 44

9. Q: Our HD program has linked student personnel services to the instructional program.

True = 55 (90%)
False = 6 (10%)
TOTAL 61

10. Q: Our HD curriculum has helped in the process of integrating all educational programs at our college.

True = 19 (38%)
False = 31 (62%)
TOTAL 50

11. Q: A weakness of our HD curriculum is that not enough credit is given for HD courses.

True = 13 (22%)
False = 45 (78%)
TOTAL 58

12. Q: The boundaries of our HD program are limited because it is administered under the wrong division.

True = 9 (17%)
False = 43 (83%)
TOTAL 52

13. Q: Our HD curriculum has helped to legitimize student personnel services as a "teaching" function on our campus.

True = 46 (79%)
False = 12 (21%)
TOTAL 58

14. Q: Our HD program has helped to open the door to other

non-traditional instruction at our college.

True = 32 (60%)
False = 21 (40%)
TOTAL 53

15. Q: Quality control of HD instruction is difficult to maintain.

True = 25 (44%)
False = 32 (56%)
TOTAL 57

16. Q: A difficulty with our HD program is obtaining instructors with expertise in this area.

True = 25 (42%)
False = 35 (58%)
TOTAL 60

17. Q: Our campus lacks expertise in HD curriculum development.

True = 29 (48%)
False = 32 (52%)
TOTAL 61

18. Q: Our HD program is hampered by inadequate physical facilities.

True = 20 (36%)
False = 36 (64%)
TOTAL 56

19. Q: Scheduling HD classes is a difficulty.

True = 20 (33%)
False = 40 (67%)
TOTAL 60

20. Q: Student interest in HD courses is high.

True = 37 (69%)
False = 17 (31%)
TOTAL 54

21. Q: We do not offer enough sections of HD to meet student demand for the courses.

True = 25 (45%)
False = 30 (55%)
TOTAL 55

22. Q: Our faculty recognizes the HD curriculum as a legitimate and worthwhile program.

True = 38 (70%)
False = 16 (30%)
TOTAL 54

23. Q: Financing our HD program is a problem.

True = 26 (43%)
False = 34 (57%)
TOTAL 60

24. Q: Our HD program is not as large as necessary due to financing problems caused by student-teacher ratio.

True = 28 (48%)
False = 30 (52%)
TOTAL 58

25. Q: On the whole, our administration supports and recognizes the values of HD offerings.

True = 56 (93%)
False = 4 (7%)
TOTAL 60

26. Q: A desirable student-teacher ratio is maintained in our HD classes.

True = 49 (92%)
False = 4 (8%)
TOTAL 53

VI. ESTIMATE HOW WELL HD COURSES ARE HELPING TO MEET VOCATIONAL COUNSELING OBJECTIVES AT YOUR COLLEGE:

A: Helpful in self growth and students use counseling services more readily; not adequate information to determine; not too well; very well in bringing professionals to give idea of jobs; good for job selection; going in one direction; students become more realistic; career and job especially note - some institutions have not dealt with this.

VII. IN WHAT WAYS DO YOU BELIEVE YOUR HD CURRICULUM HAS HELPED YOUR OVERALL PROGRAM OF STUDENT PERSONNEL SERVICES?

A: Faculty more involved with community; students are more involved with the instruction of the institution; students involved with teachers; has provided time and

space for group work; students more willing to discuss problems; has improved relations of students with administrators; too early; broadened contact with students; brought in ADA money; more aware of disadvantaged students.

VIII. DISCUSS BRIEFLY HOW SUCCESSFUL YOU BELIEVE YOUR HD PROGRAM HAS BEEN:

A: Weakness of program of identifying goal; successful for students have better self-identity; need more innovative ideas; aids learning; expansion to faculty and classroom meetings; finance critical; weakness due to instruction and dean's lack of understanding; wants special courses for selected students; reaches only a few students; flaw to success is traditional minded faculty and administration; can't reach enough students because non-credit; human growth is the greatest success; weakness is staffing; trying to link program with other segments of the college; wrong instructor shoots the program down.

IX. HAVE YOU RECEIVED COMMUNITY FEEDBACK ON YOUR HD PROGRAM?

Yes = 23 (59%)
No = 33 (41%)
Tl. = 56

IF "YES," PLEASE EXPLAIN:

A: Counselors asked to conduct sessions for community groups; students encouraged to act in community; church groups, teachers of community ask for demonstrations; offered evening classes for adults--positive; people enroll in weekend seminars; employers request classes; working with state personnel on job descriptions; community has been recruiting aid.

X. HAVE EMPLOYERS IN YOUR COMMUNITY REQUESTED THAT TECHNICAL/OCCUPATIONAL STUDENTS ENROLL IN HD COURSES?

Yes = 12 (21%)
No = 44 (79%)
Tl. = 56

IF "YES" PLEASE ELABORATE:

A: Work experience classes; a few students have been referred, if they have exhibited poor human relations on the job; prefer students who have; some nursing students participated.

XI. IN A WORKSHOP IN HUMAN DEVELOPMENT INSTRUCTION, WHAT AREAS OR RELATED TOPICS WOULD YOU LIKE TO SEE COVERED?

A: Course development; instructor selection; text selection; financing; staff development; technique; approaches to the development of new methods; specific programs at different schools; development of staff commitment and understanding of HD; sample activities; continuous concepts of HD programs--how all courses fit together, advantages of HD programs, institutional acceptance of HD, discussion of pros and cons, should programs be for credit; required for everyone; a separate program for transfer students; all current human involved processes; identifying and reaching concensus on "performance objectives."

XII. WHAT TYPE OF WORKSHOP ACTIVITIES WOULD APPEAL TO YOU FOR DEVELOPING ALTERNATIVE APPROACHES TO HUMAN DEVELOPMENT INSTRUCTION?

A: Keep "presentations" by "experts" to a minimum; moderators should be authoritarian enough to prevent one or two people taking over the small group sessions; practice techniques and demonstrations; expertise from people who have made it work; use both didactic presentations and small group problem solving sessions; exposure to human development models; have some students relate their perceptions.

COURSE TITLES

The question on Survey Instrument #2, "List and describe each HD course you offer," garnered a wide variety of responses. A partial listing of course names appears below.

--Human Potential Seminars
--Group Guidance
--Student Personnel Practice
--Orientation to Life Planning
--Group Dynamics Laboratory
--Leadership Seminar
--Personal Development
--Personal Life-Individual Awareness
--Career Development
--Orientation and Adjustment to College
--Group Processes
--Personal and Social Growth
--Leadership Development
--Human Potential Laboratories
--Personal and Social Adjustment
--Developing Personal Potential
--Human Encounter
--Psychology of Personal Identity
--GSP 010 - Psychology Applied
--T-Psy 206 - Applied Psychology
--T-Soc 202 - The Socialization Process
--T-MHA 207 - Activity Therapies
--T-MHA 208 - Mental Health Seminars
--T-Psy - Psychology of Learning
--T-Psy - Behavior Modification I
--T-Psy - Behavior Modification II
--Psy 100 - Encounter Group
--Decisions
--Employment Prospects
--Psy 120 - Understanding Self and Others
--Soc 1301 -- Group Interaction
--Psy 099 - Individual Development
--Group Encounter
--Soc 111 - Industrial Economics
--Soc 112 - Industrial Human Relations
--SS 201 - The Individual in Higher Education
--Communication Skills Seminars I & 11
--Hum 195 - Humanities
--Man in His Environment
--Introduction to The World of Work
--Introduction to Self
--Mathematical Skills Seminar
--Individual in Society
--Psy 88 - The College Environment
--Psy 99 - Testing-Aptitude-Ability Tests
--College & Self
--Employment Campaign
--Interpersonal Communication
--Writing for Personal Exploration
--The Individual & His Communities
--HD 100 - Group Counseling
--Programmed Instruction Packaged By Instructional Resources
--Achievement Motivation
--Personal Resources Assessment
--Personal Resources Development
--Personal Development 101
--Psy 100 - An Introduction to Human Behavior
--Psy 110 - Personal & Social Adjustment
--Psy 120 - Career Planning
--Psy 125 - Peer Counseling Training
--Developmental English
--Developmental Reading
--Psy 110 - Human Relations
--Group Discussion
--Effective Communications
--Basic Math
--BE 100 - The Individual in a Changing Environment
--Human Services
--Internships
--Psychology for Supervision
--Work Experience Education
--Psy 104 - Self-Exploration and Understanding Seminar
--Disciplinary Seminars:
Images of Man
Man as a Social Being
Education in a Changing World
--Special Seminars:
Psychology of Adult Learning
Seminars

Course Titles

Experiential Education Seminar
Psychology of Interpersonal Relations
Human Growth and Development
Introduction to Psychology
--Interdisciplinary Seminars:
Quest for Identity
Quest for Relevance in Education
Environmental Studies
The Urban Experience
European Culture II
International Awareness
Human Experience in College

A P P E N D I X T H R E E

MATERIALS DISTRIBUTED AT WORKSHOP

TENTATIVE WORKSHOP PROGRAM

HUMAN DEVELOPMENT INSTRUCTION
June 27-29, 1972
Executive Inn, Dallas, Texas

TUESDAY, JUNE 27, 1972

10 a.m. - 1:30 p.m.	Registration -- Jubilee Room
1:30 p.m. - 3 p.m.	Welcome Dr. R. Jan LeCroy Vice Chancellor of Academic Affairs Dallas County Community College District Conference Overview - Symposium Tal Mullis, Dean of Instruction Santa Fe College, Gainesville, Florida Dick DeCosmo, Dean of Students Moraine Valley Community College, Palos Hills, Illinois Dr. Don Creamer, Dean of Students El Centro College, Dallas, Texas Bud Palmer, Dean of Instruction El Centro College, Dallas, Texas
3 p.m. - 3:45 p.m.	PRESENTATION: Rationale for Human Development Instruction in Technical/Occupational Education Dr. Bob Shepack, President Cuyahoga Community College, Eastern Campus, Cleveland, Ohio
3:45 p.m. - 4 p.m.	Break
4 p.m. - 5:30 p.m.	Special Interest Group Sessions (See explanation of Interest Groups attached)
6 p.m.	Cash Bar

WEDNESDAY, JUNE 28, 1972

9 a.m. - 10:30 a.m.	PRESENTATIONS: Model Human Development Programs Dr. Cliff LeBlanc, Vice President of Student Affairs Santa Fe College, Gainesville, Florida Dick DeCosmo, Dean of Students Moraine Valley Community College, Palos Hills, Illinois Dr. George Pilkey, Coordinator of Advisement, Counseling and Testing Fulton-Montgomery Community College Johnstown, New York Dr. Roy Giroux, Dean of Students St. Clair College, Windsor, Canada Jerry Wesson, Chairman, Human Development Division El Centro College, Dallas, Texas
10:30 a.m. - 11 a.m.	Break
11 a.m. - 12 noon	PRESENTATION: Organizing for Human Development Instruction Dick DeCosmo
12 noon - 1:30 p.m.	Lunch
1:30 p.m. - 2 p.m.	Introduction to Special Interest Group Tasks Dick DeCosmo
2 p.m.	Special Interest Group Sessions

THURSDAY, JUNE 29, 1972

9 a.m. - 10 a.m.	PRESENTATION: Futuristic Look at Human Development Dr. Jim McHolland, Director of Counseling and Director of Human Potential Project Kendall College, Evanston, Illinois
10:30 a.m. - 11 a.m.	Audience Reaction Time
11 a.m.	Wrap Up (Where do we go from here?)

Human Development Instruction
Executive Inn, Dallas, Texas
June 27 - 29, 1972

WORKSHOP GOALS

1. To facilitate the sharing of ideas and concerns about human development instructional programs between student personnel and technical/occupational educators.

2. To acquaint the participants with the types and scope of existing human development courses.

3. To provide participants with the operational details about five specific human development programs.

4. To illustrate through example and discussion that human development courses are significant ways to meet student personnel objectives and can be integrated into technical/occupational curricula.

5. To encourage each participant to prepare ways in which he will initiate, expand or evaluate a human development curriculum on his own campus.

6. To acquaint participants with the questions regarding management of a human development curriculum and possible alternate solutions.

SPECIAL INTEREST GROUPS

In order to tailor workshop activities to individual college needs, participants will at various times work with special interest groups. Primary focus of each group will fall into one of the following areas.

ORGANIZATION of Human Development Programs -- Colleges which are not presently offering any form of human development curriculum will collaborate and discuss with others the "how-to's," "why's," and "what-to-include" in an HD program.

EXPANSION of Human Development Programs -- Colleges who have recently begun offering Human Development experiences (such as effective orientation programs, human relations courses, or psychology courses with a humanistic direction) will have the opportunity to discuss "where do we go now."

EVALUATION of Organized Human Development Programs -- Colleges who have fairly well-expanded curricula in Human Development will have the opportunity to exchange experiences and evaluate their existing programs. Discussion will also be slanted to staff development.

TOPICS OF INTEREST TO PARTICIPANTS

In response to the question on Survey Instrument #2, "In a workshop in human development instruction, what areas or related topics would you like to see covered," those surveyed indicated the following areas of interest:

-- Course Development

-- Instructor selection

-- Text Selection

-- Financing

-- Staff Development

-- Technique

-- Approaches to the Development of New Methods

-- Specific Programs at different schools

-- Development of Staff Commitment and Understanding of HD

-- Sample Activities

-- Continuous Concepts of HD Programs:
  - How all courses fit together
  - Advantages of HD programs
  - Institutional acceptance of HD
  - Discussion of pros and cons
  - Should programs be for credit?
  - Should programs be required for everyone?

-- A separate program for transfer students?

-- All current human involved processes

-- Identifying and reaching concensus on "performance objectives"

INITIAL SUMMARY OF SURVEY FINDINGS

Human Development Instruction
Executive Inn, Dallas, Texas
June 27-29, 1972

BRIEF SUMMARY OF SURVEY INSTRUMENT # 1

PURPOSE OF INSTRUMENT # 1: To identify those colleges offering human development instruction in any form.

DEFINITION OF HUMAN DEVELOPMENT INSTRUCTION: Those instructional programs dealing essentially with the experience of the student as content and which purport to facilitate his growth as a learner and a person.

ABOUT SURVEY INSTRUMENT # 1:

920 were mailed to community colleges across the nation
322 colleges responded
100 colleges indicated some type of human development program and were mailed Survey Instrument # 2

FINDINGS:

1. There appears to be no affect on a college's offering HD because of:

   -- size of student personnel services staff
   -- size of student enrollment
   -- total number of faculty members
   -- type of financial support
   -- type of campus

2. In colleges offering HD, a larger number of student personnel services staff members teach.

3. Having administrative responsibility over instruction does not appear to be an important factor in whether or not colleges are into HD instruction.

4. Colleges into HD instruction seem to have established more than a "casual" relationship between student personnel services and instruction.

5. On the whole, no more than a "casual" relationship exists between technical/occupational counseling and decision-making in vocational instruction. Some have formed strong relationships but are overshadowed by those who haven't.

6. The survey sampled a wide diversity of institutions, with enrollments ranging from 125 to 18,000.

7. Colleges who are into HD instruction also seem to be offering HD units in technical/occupational courses. Where formal HD instruction exists, it does seem to begin to permeate other curricula.

BRIEF SUMMARY OF SURVEY INSTRUMENT # 2

PURPOSE OF INSTRUMENT # 2: To gather more detailed information about human development programs in progress at colleges responding to Instrument # 1.

ABOUT SURVEY INSTRUMENT # 2:

__90__ were mailed to community colleges responding to Instrument #1.
__59__ colleges responded.

FINDINGS:

1. The largest percentage of colleges offer one or two courses in HD, rarely more than that.

2. Number of sections of HD offered range from one to 50, with one college indicating up to 150 sections.

3. The largest number of colleges limit their HD classes to 8-12 students.

4. The largest concentration of colleges have been offering HD for two semesters, and 92% have offered HD every semester since they started. One college indicated they had offered HD for 25 years.

5. HD has been offered since 1948 in one college but has gained greatest momentum only since 1968, rapidly growing since 1970.

6. HD faculty are commonly selected from student services staffs, counseling staffs, or psychology faculty. Some are screened volunteers or are selected by committees appointed by the president. Criteria include education and experience.

7. Aims of HD instruction include: To develop good relations with workers, supervisors, etc; interpersonal relationships; examination of values, attitudes, interests and beliefs; how to relate, actualize potential; library utilization; personal, academic and vocational concerns; encounter groups; to improve reading, writing and vocabulary skills; career planning.

8. Largest concentration of colleges enrolled from 1-25% of total student population, technical/occupational students, and college-

parallel students in HD courses.

9. Most colleges reporting offer credit toward the AA Degree credit, Transfer credit, Elective credit and credit toward a technical/ occupational degree for HD courses. Only seven give no credit at all.

10. All respondents said their HD program helped improve the self-concept of students.

11. 93% said their HD program helped establish a more healthy learning climate at their college.

12. 53% said their HD program has been utilized for professional staff development.

13. 47% said their HD program facilitated student input into curriculum development and design.

14. 80% said their HD program increased employability of some students.

15. 78% said their HD courses can be transferred for credit to other colleges.

16. 70% said their HD program helped reduce "traditional" approaches to learning at their colleges.

17. 77% said evidence leads them to believe that HD courses helped curtail student drop-out.

18. 90% said their HD programs helped link student personnel to the instructional program.

19. 38% said their HD curriculum helped in the process of integrating all educational programs at their colleges.

20. Only 22% said a weakness of their HD curriculum is that not enough credit is given for HD courses.

21. Only 17% said the boundaries of their HD program were limited because it is administered under the wrong division.

22. 79% said HD curriculum has helped legitimize student personnel services as a "teaching" function on their campus.

23. 60% said their HD program helped open the door to other non-traditional instruction at their college.

24. 44% said quality control of HD instruction is difficult to maintain.

25. 42% said a difficulty with their HD program is obtaining instructors with expertise in this area.

26. 48% said their campus lacks expertise in HD curriculum development.

27. 36% said their HD program is hampered by inadequate physical facilities.

28. 33% said scheduling HD classes is a difficulty.

29. 69% said student interest in HD courses is high.

30. 45% said they don't offer enough sections of HD to meet student demand for the courses.

31. 70% said their faculty recognizes the HD curriculum as a legitimate and worthwhile program.

32. 43% said financing their HD program is a problem.

33. 48% said their HD program is not as large as necessary due to financing problems caused by student-teacher ratio.

34. 93% said that, on the whole, their administration supports and recognizes the value of HD offerings.

35. 92% said a desirable student-teacher ratio is maintained in their HD classes.

36. 41% said they had received community feedback on their HD program.

37. 21% said employers in their community requested that technical/occupational students enroll in HD courses.

COURSE TITLES

The question on Survey Instrument #2, "'List and describe each HD course you offer," garnered a wide variety of responses. A partial listing of course names appears below.

-- Human Potential Seminars
-- Group Guidance
-- Student Personnel Practice
-- Orientation to Life Planning
-- Group Dynamics Laboratory
-- Leadership Seminar
-- Personal Development
-- Personal Life-Individual Awareness
-- Career Development
-- Orientation and Adjustment to College
-- Group Processes
-- Personal and Social Growth
-- Leadership Development
-- Human Potential Laboratories
-- Personal and Social Adjustment
-- Developing Personal Potential
-- Human Encounter
-- Psychology of Personal Identity
-- GSP 010 - Psychology Applied
-- T-Psy 206 - Applied Psychology
-- T-Soc 202 - The Socialization Process
-- T-MHA 207 - Activity Therapies
-- T-MHA 208 - Mental Health Seminars
-- T-Psy - Psychology of Learning
-- T-Psy - Behavior Modification I
-- T-Psy - Behavior Modification II
-- Psy 100 - Encounter Group
-- Decisions
-- Employment Prospects
-- Psy 120 - Understanding Self and Others
-- Soc 1301 -- Group Interaction
-- Psy 099 - Individual Development
-- Group Encounter
-- Soc 111 - Industrial Economics
-- Soc 112 - Industrial Human Relations
-- SS 201 - The Individual in Higher Education
-- Communication Skills Seminars I & II
-- Hum 195 - Humanities
-- Man in His Environment
-- Introduction to The World of Work
-- Introduction to Self
-- Mathematical Skills Seminar
-- Individual in Society
-- Psy 88 - The College Environment
-- Psy 99 - Testing-Aptitude-Ability Tests
-- College & Self
-- Employment Campaign
-- Interpersonal Communication
-- Writing for Personal Exploration
-- The Individual & His Communities
-- HD 100 - Group Counseling
-- Programmed Instruction Packaged By Instructional Resources
-- Achievement Motivation
-- Personal Resources Assessment
-- Personal Resources Development
-- Personal Development 101
-- Psy 100 - An Introduction to Human Behavior
-- Psy 110 - Personal & Social Adjustment
-- Psy 120 - Career Planning
-- Psy 125 - Peer Counseling Training
-- Developmental English
-- Developmental Reading
-- Psy 110 - Human Relations
-- Group Discussion
-- Effective Communications
-- Basic Math
-- BE 100 - The Individual in a Changing Environment
-- Human Services
-- Internships

-- Psychology for Supervision
-- Work Experience Education
-- Psy 104 - Self-Exploration and
Understanding Seminar
-- Disciplinary Seminars:
Images of Man
Man as a Social Being
Education in a Changing World
-- Special Seminars:
Psychology of Adult Learning
Seminars
Experiential Education Seminar
Psychology of Interpersonal Relations
Human Growth and Development
Introduction to Psychology
-- Interdisciplinary Seminars:
Quest for Identity
Quest for Relevance in Education
Environmental Studies
The Urban Experience
European Culture II
International Awareness
Human Experience in College

MEET THE PEOPLE YOU'LL BE MEETING. . .

. . . Dr. R. Jan LeCroy, Vice Chancellor of Academic Affairs
Dallas County Community College District, Dallas, Texas

Experienced not only in the field of education, Jan has also achieved success in the military and industry. His myriad of educational accomplishments include selection as a Kellogg Fellow, Research Associate for a state-wide comprehensive study of higher education in Virginia, and full-time staff member of the Virginia Commission on Higher Education. Prior to his appointment as Vice Chancellor of DCCCD, Jan served as Assistant to the President at Tarrant County Junior College District, Executive Dean of the Northeast Campus of TCJCD, and President of Eastfield College of DCCCD.

. . . Tal Mullis, Dean of Instruction
Santa Fe College, Gainesville, Florida

Tal is an experienced administrator in both student personnel services and instruction. He has been closely affiliated with the Santa Fe approach to Human Development instruction for several years and frequently serves as a consultant to other colleges.

. . . Dick DeCosmo, Dean of Students
Moraine Valley Community College, Palos Hills, Illinois

A skilled administrator, Dick possesses special strengths in organization and planning for student personnel and instruction. He is an experienced spokesman for management by objectives within a behavioral context.

. . . Dr. Don Creamer, Dean of Students
El Centro College, Dallas, Texas

Don has been Dean of Students at El Centro for six years and was instrumental in creating the human development curriculum currently offered at his institution. Active professionally, Don is a frequent consultant to other community colleges.

. . . Bud Palmer, Dean of Instruction
El Centro College, Dallas, Texas

Bud has extensive experience as an instructional leader with a particular affinity for humanizing education. He is also highly skilled in developing technical/occupational curriculum.

. . . Dr. Bob Shepack, President
Cuyahoga Community College, Eastern Campus, Cleveland, Ohio

Bob has traveled the route to the presidency from rich experiences in administering technical/occupational programs and has clearly demonstrated his outstanding support of humanizing instruction for students in career education.

. . . Dr. Cliff LeBlanc, Vice President of Student Affairs
Santa Fe College, Gainesville, Florida

Cliff has provided Santa Fe College with dynamic leadership in the area of student affairs for many years. He is well-known nationally as a consultant to other community colleges and has made substantial contributions to professional organizations in student personnel.

. . . Dr. George Pilkey, Coordinator of Advisement, Counseling and Testing
Fulton-Montgomery Community College, Johnstown, New York

George has been associated with a curriculum in human development for several years. One of the strengths of his program is the relationship which he has helped build between student personnel services and the faculty.

. . . Dr. Roy Giroux, Dean of Students
St. Clair College, Windsor, Canada

Roy has vast experience in organizing human development learning experiences not only on campus, but off-campus as well. One of the most outstanding features of his program focuses on the life styles of the members of his community.

. . . Jerry Wesson, Chairman, Human Development Division
El Centro College, Dallas, Texas

Jerry's variety of education experiences include director of student activities, counselor, teacher and division chairman. His Human Development Program at El Centro has been particularly effective in meeting the needs of the technical/occupational student, as well as strengthening relations between student personnel services and faculty.

. . . Dr. Jim McHolland, Director of Counseling and Director of Human Potential Seminar
Kendall College, Evanston, Illinois

Jim is perhaps best known for his work with the human potential seminars which he has conducted extensively at Kendall College, in regional conferences and on individual campuses. Jim is an eloquent spokesman for the possibilities in education for stimulating human growth and development.

. . . PROJECT STAFF

Charlie R. Morgan, Project Director, El Centro College
Dr. Don G. Creamer, Dean of Students, El Centro College
Jerry Wesson, Division Chairman, Human Development, El Centro
Miss Vicky Pennington, Special Services, Dallas County Community College District

PARTICIPANTS' PLAN OF ACTION

NAME _____

COLLEGE _____

ADDRESS _____

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

II. What would you like to do with HD instruction?

III. What are you going to do to get there?

LEADER-FACILITATOR'S EVALUATION

(to be completed at the end of the workshop)

1. Briefly describe the "climate of your group. Was it conducive to the meeting of the workshop goals?

2. Comment on the amount of sharing and constructive discussion in your group.

3. Evaluate, briefly, the "productivity" of your small group session.

4. Briefly indicate the value of the formal presentations to your small group discussions.

5. What was the most valuable outcome of your small group sessions?

6. What was the greatest problem faced by your group?

7. Suggestions for improvement.

STAFF EVALUATION OF PRESENTATIONS

Name of Presenter	How Well Did The Presenter Meet Objectives?
1. Dr. Bob Shepack	
2. Dr. Cliff LeBlanc	
3. Dick DeCosmo (Hum. Pot.)	
4. Dr. George Pilkey	
5. Dr. Roy Giroux	
6. Jerry Wesson	
7. Dick DeCosmo (Organizing)	
8. Dr. James McHolland	

STAFF EVALUATION

Organization

1. Analysis of enrollment according to professional responsibilities of participants (i.e., Student Personnel, Technical/Occupational, Research, other).
2. Analysis of small group enrollment - same categories as one.

Process

1. Each staff member will answer the following questions independently for each small group.
    a. Was the group involved with discussion relevant to the workshop goals?
    b. Was there a sharing of ideas apparent in the group?
    c. Do you feel that the leader-facilitator was performing his tasks adequately?
2. Did the presenters perform their function according to the guidelines given them in advance?

Product

Analyze the "product" of each participant to see if it meets the behavioral objectives stated by the workshop staff in advance.

STAFF EVALUATION OF SMALL GROUPS

(Complete one for each small group)

Small group leader-facilitator _____.

1. Was the group involved with discussion relevant to the workshop goals?

2. Was their a sharing of ideas apparent in the group?

3. Do you feel that the leader-facilitator was performing his tasks adequately?

Human Development Instruction
Executive Inn, Dallas, Texas
June 27-29, 1972

PARTICIPANTS" EVALUATION

INDICATE THE DEGREE TO WHICH YOU FEEL THE WORKSHOP GOALS WERE MET BY CIRCLING THE APPROPRIATE NUMBER.

GOALS

		Very Well				Not At All
1.	To facilitate the sharing of ideas and concerns about human development instructional programs between student personnel and technical/occupational educators.	1	2	3	4	5
2.	To acquaint the participants with the types and scope of existing human development courses.	1	2	3	4	5
3.	To provide participants with operational details about five specific human development programs.	1	2	3	4	5
4.	To illustrate through example and discussion that human development courses are significant ways to meet student personnel objectives and can be integrated into technical/occupational curricula.	1	2	3	4	5
5.	To encourage each participant to prepare ways in which he will initiate, expand or evaluate a human development curriculum on his own campus.	1	2	3	4	5
6.	To acquaint participants with the questions regarding management of a human development curriculum and possible alternate solutions.	1	2	3	4	5

Suggestions for improvement:

Would you attend a training workshop designed to increase skills necessary for human development instruction?

Human Development Instruction Workshop
Executive Inn, Dallas, Texas
June 27-29, 1972

ROSTER OF PARTICIPANTS

As of 2 p.m., Wednesday, June 28, 1972:

THERE WERE:

67 full-time participants
12 part-time participants
5 group leader-participants
8 consultants
5 project staff members

TOTALING 97 attendants.

Names, college addresses, and phone numbers (when given) of all attendants as of June 28 are listed below. Astericks by names indicate:

* = group leader
** = consultant or guest speaker
*** = project staff member

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A P P E N D I X F O U R

PARTICIPANTS' PLANS FOR ACTION

PARTICIPANTS' PLAN OF ACTION

NAME Ralph L. Anderson

COLLEGE Central Piedmont C. C.

ADDRESS Charlotte, N. C.

PHONE NUMBER 704-372-2590 ext 218

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Group Process Class
Human Potential Seminars
Human Relations classes for MDTA
Leadership Training for industry
Correctional Unit Guard class
Police Science Human Relations
(Not organized in any way)

II. What would you like to do with HD instruction?

Limit myself to developing materials for the Extension Area. Specifically the Adult continuing Educational Centers.

III. What are you going to do to get there?

Request one two hour period each quarter in our 28 centers.
Prepare outline for preparation of Audio-Visuals.
Prepare outline based on recent survey of students in the centers.
Plan in-service training program for counselors.

Survey indicated following needs:
Job information
Educational-Occupational Information
Study skills information

Perceived needs:
Self concept development
Realistic career choice

PARTICIPANTS' PLAN OF ACTION

NAME Ronald Steinke

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Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Uncoordinated program - Student activities and counseling both on offering courses and leadership training. Standard psychology and sociology courses required of students in Occupational Programs.

II. What would you like to do with HD instruction?

Expand courses to meet Social Science requirements of Health occupations, Law Enforcement trade and Industry students and Business.

Special interdisciplinary curricula - experiential in nature, with community involvement to enable student to encounter self, other, society and objects.

III. What are you going to do to get there?

1. Meet with President and Deans to determine reality and degree of institutions commitment ot HD concept.
2. In-service sessions for SPS staff to create familiarity with and commitment to HD concepts.
3. In-service with Special & Experimental faculty to create familiarity with and commitment to HD concepts.
   (Note: Outside resource personal brought to the campus for this training session)
4. Assess needs of students, as they perceive them
5. Involve students in program, curricula and objectives development.

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I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We definitely have a "Production Model" at my school with really no HD courses taught. We do have psychology of Personal Development for students in the developmental program. Even this is only minimally HD.

II. What would you like to do with HD instruction?

I am extremely eager to implement on a limited basis at least some HD instruction - probably in a voluntary group situation. I think it will have to be carried out, at least in the beginning through the Orientation course which is the responsibility of the counseling staff.

III. What are you going to do to get there?

One of the first things I want to do is communicate to my co-workers in counseling some of the exciting ideas coming out of this meeting with the hope that we could get some one in to help us get involved in a HD seminar or training.

Second, I plan to try to develop a warm relationship with at least one faculty member - probably in psychology or sociology so that I could begin to work sith him in terms of HD goals and then move in to working with his students. Later, perhaps, move to HD workshops with faculty on a voluntary basis.

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I. Where are you now? (Describe briefly the HD instructional program on your campus.)

SOCJC is a new community college opening for classes for the first time this fall. A humanistic and common sense approach to education is being developed. Our task at hand is to develop both a short-term and a long term plan for HD instruction among all the high priority tasks of being ready for students.this fall.

II. What would you like to do with HD instruction?

I would like to see HD instruction entwined with all phases of the college in terms of involving faculty, counseling, community resources, etc. in becoming involved in helping students and in turn themselves, better understand themselves and others, become more self-actualizing, understand how they have gotten where they are and where they are going. These are some of the goals I see within the HD program both on short-term and long term bases. I would like to see HD instruction begun in groups (at least or a minimal basis) this fall, in order to have HD involved in the college program from its very beginning.

III. What are you going to do to get there?

Define to what extent we can develop an HD instruction program both for this first year and on a long term basis.
Identify a program or project manager for HD instruction.
Provide either an in-service training program or a consultant training program for training facilitators for groups from both college staff and interested community persons we have identified.
Once classes have begun identify specific needs of our students in order to shape or reshape our HD program to a design best suited to meeting these needs.
Develop a program or approach that will involve all staff in HD in whatever means they have.
Put in writing our goals and objectives for an HD program.

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Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

4 classes - 092
6 classes - 106 We now have 092 and 106. We will add in 1971-72, 105 and
1 class - 105 107
1 class - 107

II. What would you like to do with HD instruction?

A counselor that will work as a team member for all the developmental courses.

III. What are you going to do to get there?

Discussions within the G. S. division - Designing a plan that will be applicable to course discussion and also be relevant to the students' needs.

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Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Pretty much a production model. No HD classes per se. Some groups are being functional. Guidance staff would like to find ways of reaching staff a students to change attitudes

II. What would you like to do with HD instruction?

Enable students to look at themselves in a positive way. Become more aware of their strengths and how to use them in facing life. Help students set goals based on reality. Expose them to career information. Help students to understand their values and handle conflicts. Help student feel good about himself.
Help faculty and administration see counselors as an ally rather than a "know it all".

III. What are you going to do to get there?

I. Meet with guidance staff to outline program and explain risks.
II. Select students (small sample) and invite them to participate
III. Contact teachers of those participating students to make them aware of what is taking place. Be able to verbalize counselors' role.
IV. If successful, plan a faculty in-service workshop to explain and introduce HD.
V. Open groups to larger numbers of students and staff
VI. Try to get board to allow courses to be taken for credit
VII. De-centralize the staff
VIII. Keep counselors and faculty in constant communication

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Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Presently most HD instruction is being done in the Development Studies Department. The majority of students are these who have had academic difficulties or who have ACT composite score of 12 or below.

II. What would you like to do with HD instruction?

HD instruction should be integrated into the total instruction program. Courses should be labeled so as not to offend or discourage students from enrolling. Instructiors should be carefully selected and oriented to make certain that course objectives and program philosophy are not aborted.

III. What are you going to do to get there?

All of the following will take place through the Instructional Council: In 1972-73 MCC will be planning toward the initiationof non-punitive grading in Fall 1973. Plans are being formulated for a Human Services core curriculum which could well encompass all service areas that require skill in interpersonal relationships. Included could be child care workers, social welfare aides, health care, mid-management, etc. The opportunity of integrating HD instruction as a part of the total concept can be achieved if proper orientation and planning take place.

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Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We have no HD instruction takin place now. We are curiently in a fact-finding phase, seeking ideas, plans of action, and identifying successful on-going programs in HD instruction after gathering the necessary background, we will present it to the staff, faculty and administration.

II. What would you like to do with HD instruction?

We would like to move in the direction of requiring a HD course of all students - career and transfer - and offer it for full credit. Upon successful completion of a positive evaluation of the HD course and its effectiveness as well as the student response to the course, one well branch out with the HD concept, and use it in consulting with faculty and hopefully influence the entire instructional program. Long range plans may include turning loose the HD concept onto the community.- social services agencies, business and community people.

III. What are you going to do to get there?

1. Present all the facts, ideas and ongoing programs in HD instruction to our staff, faculty and administration.
2. Write and develop specific HD instruction objectives.
3. Run a pilot course - utilizing pre and post tests, self reports, student questionnaires and staff evaluation.
4. Once enough local data collected seek formal approval for the course.

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I. Where are you now? (Describe briefly the HD instructional program on your campus.)

At the present time there is no HD instructional program on our campus. We could definitely be in the beginning stages of development.

II. What would you like to do with HD instruction?

I would like to see HD instruction added to the curriculum and a credit course basis to be taken by all students as a part of their general core requirements. I would also like to see HD used with faculty whenever possible to improve the general climate of the institution.

III. What are you going to do to get there?

1. Formulate general and specific objectives of HD instruction
2. Introduce faculty and administration to HD through workshops and in-service programs.
3. Develop a plan for a pilot group or class to be offered during the fall semester.
4. Review the plan during and after pilot group has finished HD instruction.
5. Present HD credit course to curriculum committee for addition to the general core during the 1973-74 year.

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I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We currently have no HD program. We have, in practice, a production model.

II. What would you like to do with HD instruction?

I would like to provide a place, a time, and an opportunity for our students to get to know themselves and others. Hopefully there would be acceptance of self and others and realistic goals for personal growth set.

III. What are you going to do to get there?

I plan to work with the Director of Student Personnel Services and the Chairman of the English Dept. to start this fall a totally valuntary group patterned after El Centro's course.
Pre-testing, post-testing and student response will be depended on to provide selling information to the administration for course expansion.

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I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Psy. 131 - Introduction to Human Behavior is incorporated in a Vertical Team approach. It is not a requirement, however, V.T. students are strongly advised to take it. Some Colleges have accepted the course in transfer. The document is in the process of being re-written...it has been agreed that many aspects of HD should be added. This course will be open to all college students.

II. What would you like to do with HD instruction?

A new course in Career Planning and Exploration is being offered this fall. I would like to work with the development of the document for this course plan for and include as many HD experiences as possible - hoping ultimately to build momentum to such a degree that an HD department would be warranted with full organized and developed IT course offerings for college credit and transferability.

III. What are you going to do to get there?

I. Work ardently to develop meaningful HD experiences to be incorporated in the new career course document - also be available to team-teach the course.

II. Suggest to the Dean of Instruction that we work together in planning HD. In service Seminars for all college personnel.

III. Submit a proposal for an HD department fully emphasizing how and why HD courses should be integrated into all disciplines.

PARTICIPANTS' PLAN OF ACTION

NAME James H. Childers

COLLEGE Colby (Kansas) Community College

ADDRESS 1255 S. Range

PHONE NUMBER 913-462-3984

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

One Human relations course
One Human Potential Seminar

II. What would you like to do with HD instruction?

Make it affective for the college (staff, students and community)

III. What are you going to do to get there?

1. Do Human Potentials Seminar for total administrative staff.
2. Help new dean of students organize a program based on student personnel-instructional staff taught courses for students.
3. Organize weekend experiences for two churches and two businesses in town.

PARTICIPANTS' PLAN OF ACTION

NAME Philip C. Theodoreu

COLLEGE Moraine Valley Community College

ADDRESS 10900 S. 88th Ave. Palos Hills, Ill. 60465

PHONE NUMBER 974-4300 ext. 12

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Psy 100 - "Human Potentials" which include courses in "Human Sexuality" "Growing up Female", "Career Planning", & "Orientation to Life Planning"
Psy 201 - Human Relations, with topics in Increased self-awareness, communication skills, competition vrs. collaboration, and leadership.

II. What would you like to do with HD instruction?

Teach Psy 201 - Human Relations, where the emphasis is on the individuals self-awareness of the impact his behavior has on others and the imput of their behavior on him. Develop and teach Psy 107- Group Dynamics, where the emphasis is on group process, which includes a study on group functions necessary so that a group may move more effectively to reach their goals.

III. What are you going to do to get there?

Ask my immediate supervisor to be the project manager, responsible, to develop the Psy 201 and Psy 107 curriculum.
Survey other institutions for comprable course material.
Write general objectives as well as specific behavioral objectives for both Psy201 and Psy 107, develop cognitive and effective learning activities to meet the objectives and develop and develop an instrument to measure how well the learning activities met the objectives.
Run pilot Projects for both psy 201 and psy 107.

PARTICIPANTS' PLAN OF ACTION

NAME Paul Huetteman

COLLEGE Moraine Valley Community College

ADDRESS 10900 S. 88th Ave. Palos Hills, Ill. 60465

PHONE NUMBER 312-974-4300

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We will off this fall for 2 hrs. credit, under title Psy.100:
Human Sexuality
Growing up Female
Career Decision
Human Potential

II. What would you like to do with HD instruction?

In order to stop bootlegging credit and get state approval for HD, I want to get staff support for HD instruction by having them being involved in those experiences.

III. What are you going to do to get there?

Get a spot on the new staff/old staff orientation program in order to:
1. Present all the services in spaces available
2. Survey their needs and interests
3. Plan sessions for members interested in training
4. Provide best trainers

In so doing:
1. Gain staff acceptance of SPS
2. Get staff support for HD instruction
3. Affect more students through a more enlightened staff
4. Improve the quality of professional growth for staff

PARTICIPANTS' PLAN OF ACTION

NAME Mike Davies

COLLEGE Meramec Community College (JCD St. Louis)

ADDRESS Big Bend, Kirkwood, Mo. 63122

PHONE NUMBER 314-966-3402

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Currently offerin both Human Potential Seminars and encounter groups for credit with possibility of beginning vocational decision making.groups in fall. Also offer "Workshop on Interpersonal Relationahips" as continuing educational night course.

II. What would you like to do with HD instruction?

First goal is to coordinate it under one person. This would allow us to research what we are doing (accountability), and also move toward improving programs.
Second goal is to find ways of involving counselors in course now called "Human Relations" which is offered by Sociology Dept.
Third goal is to work toward offering in-service instruction in HD with teaching faculty.

III. What are you going to do to get there?

Start with Dean of Counseling and move trhough hierarchy to develop position of HD coordinator. Work also on district level to obtain support for this idea from other two campuses. Hopefully if we can have one person in charge of HD programs, we can begin to confer with various departments in more organized fashion to explore more possibilities for HD tupe programs and courses.

PARTICIPANTS' PLAN OF ACTION

NAME Bob Rose

COLLEGE Mount Royal Community College

ADDRESS Calgary 2, Alberta (1119-7th Ave. S. W.)

PHONE NUMBER 403-266-4611

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

1. Running many non-credit HD programs (workshop experiences and group experiences). "How to Succeed in College"
2. Curriculum development with instructional staff
3. Team teaching with instructional staff
4. Running in service programs with and for instructional staff.

II. What would you like to do with HD instruction?

1. Set up a compulsory orientation program for all incoming students which would deal primarily with HD instruction
2. Work more closely with instructional staff - assisting them to create a more effective learning atmosphere for the students with whom they are involved.

III. What are you going to do to get there?

1. Get own non-credit program offered for credit
2. Set up a leadership seminar for student activity leaders.
3. Set up week end orientation sessions for prospective students.
4. Get involved in a Human Potential Seminar
5. Really go after a compulsory credited orientation program

PARTICIPANTS' PLAN OF ACTION

NAME James M. Hesser

COLLEGE Central Piedmont Community College

ADDRESS P. O. Box 4009 Charlotte, N. C. 28204

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Require Human Relations - Trade; Applied Psy. - Technical programs, Counselors led Human Potential Seminars, mini-lab as requested by instructor-Rap sessions, career exploration.

II. What would you like to do with HD instruction?

Develop even more cooperation between student services and instructional areas, and an organized HD program.

III. What are you going to do to get there?

Promote in service training of counselors and faculty in HD experiences, developing skills in leading groups. Believe it can be done, along with assistance of other counselors, through our new Director of Counseling Services.

PARTICIPANTS' PLAN OF ACTION

NAME Jerry Paul Scarborough

COLLEGE McLennan Community College

ADDRESS 1400 College Drive, Waco, Texas 76708

PHONE NUMBER 756-6551 ext 382-3

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

One hour - Orientation
Six hour - Personality and Social Adjustment - taught within the framework of the Developmental Studies Program for educationally disadvantage students.

II. What would you like to do with HD instruction?

We need to open HD courses to all students on our campus, including those in the tech/voc areas, associate degree program students, and transfer students. As an ultimate goal, I would like to see us develop a division of HD within the instructional program. The division would encompass three areas - Developmental Studies, Human Potential Development, and Human Services. Counseling Services personnel would provide supportive services to all three areas as well as teach a portion of the HD courses.

III. What are you going to do to get there?

I plan to try to get administrative support for developing these ideas. as a first step. It might be valuable to involve the administration and faculty in HD seminars.

PARTICIPANTS' PLAN OF ACTION

NAME Tom Carey

COLLEGE North Hennepin Junior College

ADDRESS 7411 85th Ave. N. Minneapolis, Minn. 55429

PHONE NUMBER 612-561-0536

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

This is our first year with a course - Personal Life 101 - "Individual Assessment". We offered 18 sections this year with 12 students in a class and all classes filled. All taught by counselors.

II. What would you like to do with HD instruction?

1. Be allowed staffing on the basis of the FTE generated
2. Gain counseling staff support for the need for HD
3. Have HD required in some of most of the occupational programs
4. Participate in a human potential seminar to develop expertise
5. Alert administration to recent developments in HD
6. Work with faculty on a seminar or workshop bases in interpersonal relations

III. What are you going to do to get there?

1. Work through the Dean of Students and develop some rationale for generating staff. Course pays for itself.
2. Sensitize counseling staff through some in-service work
3. Meet with occupational coordinators regarding the benefits of HD with some team teaching possibilities.
4. Be involved in a human potential seminar.
5. Meet with entire administration staff and report back on this workshop.
6. Open up an afternoon session on interpersonal relationa. Open up many other avenues of communication with faculty.

PARTICIPANTS' PLAN OF ACTION

NAME Nancy Moore

COLLEGE Western Piedmont Community College

ADDRESS Morganton, North Carolina

PHONE NUMBER 704-437-8688

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Applied Psychology required in most occupational programs. Applied Psychology recommended for students in Guided Studies. Seven courses in Human Development, optional as electives. Short HD orientation required of all entering students.

II. What would you like to do with HD instruction?

Permeate all courses with HD concept as an integral part of behavioral objectives (this is not idealistic but is basically a part of institutional philosophy already in process of implementation)
Expansion into the total community.

III. What are you going to do to get there?

Expansion of programs already in process:
1. Co-involvement in curriculum development between student personnel and instructional faculty
2. Team teaching (counselors and instructional faculty)
3. Faculty in-service training
4. Expansion of out-reach programs in Community

Implement the orientation into a credit course.
Keep the program viable.

PARTICIPANTS' PLAN OF ACTION

NAME Pete Frigo

COLLEGE Moraine Valley C. C.

ADDRESS Palos Hills, Ill.

PHONE NUMBER 312-974-4300

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

1. Human potential seminar. 2. Career planning. 3. Growing up female.
4. Psy.201-Human Relation (3 cr.). 5. Human sexuality. (non-credit)
6. Orientation to Life Planning. (non-credit). 7. Rap sessions (non-credit)
8. Women's continuum - Continuing Ed. offering.

(1, 2 and 3 offered under Psy. 100 for 2 semesters hrs. of credit)

II. What would you like to do with HD instruction?

1. Implement a course in Career Planning that is currently being developed.

2. Develop a semimar for students who are not achieving at the level they would like to.

III. What are you going to do to get there?

(above)1. Continue to develop semimar along with another staff member during the semimar months; implement on the Fall semester; have on going evaluation session during the Fall semester with the other staff member and students on the semimar to determine whether or not those objectives are being met.

(above)2. Continue to review the literature for ideas, theories and other background knowledge in the field of achievement, motivation, etc. During the fall - briefly outline some course objectives, identity and talk with students about their reactions to such a session.

PARTICIPANTS' PLAN OF ACTION

NAME Dean Burchett

COLLEGE Orange Coast College

ADDRESS 2701 Fairview Road Costa Mesa, Calif. 92626

PHONE NUMBER 834-5786

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

1. Introductory experience for all students that involves weekly seminar with their counselor
2. Career Planning course involving personal assesment, job selection
3. Personal and Social adjustment
4. Peer Counselor Training

II. What would you like to do with HD instruction?

As Asst. Chairman of the department, a major concern of mine is reaching some degree of concensus among our staff of 30 counselors (who teach one-half load) on just what we are attempting to accomplish. This implies in my judgement giving some consideation to defining in performance terms what it is we are doing. Assuming that we are able to reach agreement on this important matter, the next step will be to design instruments, techniques and methods for measuring the extent to which we were able to accomplish our objectives.

III. What are you going to do to get there?

1. Meet with the staff to develop an approach to accomplishing this goal and to evaluating the usefulness of the goal once it is accomplished.
2. Hopefully, spend some time in in-service training to equip and prepare the staff for a meaningful approach to the problem.
3. Conduct periodic staff sessions to clarify and reach agreement on "performance objectives".
4. Copy and place in the hands of each staff member the finished product.
5. Through staff involvement set up a pilot attempt to effecting the objectives on a controlled limited basis.
6. Involve the staff in the development of instruments and techniques for measuring the extent to which we meet our objectives.

PARTICIPANTS' PLAN OF ACTION

NAME Joel A. Jessen

COLLEGE Eastfield College Counseling Dept.

ADDRESS 3737 Motley Drive, Mesquite, Texas

PHONE NUMBER 746-3106

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

HD-106 Group process, self actualization, marriage, leadership, assertive training, sensitivity-desensification-understanding of what life alternatives there are.

II. What would you like to do with HD instruction?

Make it more observable
Understandable
Create activities techniques which achieve those growth experiences make up and instrument to measure its accomplishment growth or reversal.

III. What are you going to do to get there?

Write down all the objectives
Write down all the techniques experience activities.
Organize the material into a syllabus.
Attempt to get a look at present evaluative instruments and then write my own.

Look at: Philosophies of Human Nature
Tenn. Self concept scale
New perspective in encounter--Jossey-Bass of San Francisco

PARTICIPANTS' PLAN OF ACTION

NAME Don K. Wright

COLLEGE Alvin College

ADDRESS Alvin, Texas

PHONE NUMBER 585-5311

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Psyc.--110 Human Relations 3 credits
Course-required for O/T students optional for others. Deals with self behavior and behavior of others (how to get along better).

II. What would you like to do with HD instruction?

Same--Except:
1. Make it more interdiscipline.
2. Expand and refine.
3. Develop varied models of approach.

III. What are you going to do to get there?

Continue to use a systems group (Dean of Inst., two counselors, and two psycprofs) to develop the course. Also, specific workshops for groups within the community (industry, clubs, etc.).

PARTICIPANTS' PLAN OF ACTION

NAME Dale Gibson

COLLEGE Central Arizona College

ADDRESS Woodruff at Overfield Rd. Coolidge, Arizona 85228

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We teach about 30 sections of a course we call personal development. It is designed to improve the self image of students and help them function successfully in college life.

II. What would you like to do with HD instruction?

1. To develop a common objective for these courses.
2. To include this course in our continuing education programs in the various communities
3. To stimulate faculty to want these kinds of experiences and to help humanize the teaching-learning processes.

III. What are you going to do to get there?

1. Call a work session of all student personnel instructors and support people to brainstorm course objectives and to state them in behavioral terms
2. Include the off-campus counselors in this work session a long with continuing education administrator.
3. Present a work session of 3 hours or more to entire faculty at pre-school conference on HD. The title may be something like, "Using Human Development Techniques in all Instructional Programs".

PARTICIPANTS' PLAN OF ACTION

NAME Bill Kawalski

COLLEGE Cuyahoga Community College - West

ADDRESS 7300 York Rd. Parma, Ohio 44130

PHONE NUMBER 845-4000

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Several traditional courses on campus with strong HD emphasis

II. What would you like to do with HD instruction?

Develop specific HD course for credit

III. What are you going to do to get there?

Spend a hell of a lot of time in attempting to change the thinking and attitudes of more members of our production-oriented organization by getting a chance to demonstrate in classrooms what the HD approach is all about. Also, increase HD courses for teachers.

PARTICIPANTS' PLAN OF ACTION

NAME Joseph L. Kleemann

COLLEGE Kendall

ADDRESS Evanston, Illinois 60204

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

1. Human Potential Seminar
2. Psychology of Personal Identity (Encounter)

II. What would you like to do with HD instruction?

Ensure that the significance of each individual's experience is taken into account in all aspects of the educational program. To help establish one and for all that the best way for learning (human activity) to occur is in the context of human beings caring for one another. At Kendall I am enlisting for orientation purposes, on-going "Personal Assistance Groups" for all willing entering freshmen.

III. What are you going to do to get there?

Establish personal contact with entering freshmen in micro-lab type experience and present rationale for self-help groups. I will attempt to recruit faculty participation, and I will monitor groups.
Evaluation - Several studies show that on-going "orientation" groups affect grad point average and retention in college. I will compare group participants with "controls" at the end of one semester and one year.

PARTICIPANTS' PLAN OF ACTION

NAME Mildred Bell

COLLEGE El Centro

ADDRESS Main & Lamar St.

PHONE NUMBER 746-2173

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

HD Division - HD 107 Leadership
HD 105 Interpersonal Relationships
HD 106 Personal-Social Growth

II. What would you like to do with HD instruction?

1. Coordinated more extensively with discipline areas at college
2. Greater outreach into community
3. Devise instrument as a common tool to measure effectiveness (evaluation)
4. Provision for staff to share meaningful class activities

III. What are you going to do to get there?

1. Facilitate above through counseling
   Staff & faculty:
2. Coordinated with counseling staff, mobile counseling unit, agencies in community, etc.
3. All interested and qualified staff, including Deans, Research Directors and Chairman
4. All HD instructors

PARTICIPANTS' PLAN OF ACTION

NAME Don Leonard

COLLEGE So. Oklahoma City Junior College

ADDRESS 2700 So. May Ave.

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We have no program - we are opening up for the first time Sept. 25th. We have complete acceptance from the beginning for the development of HD program.

II. What would you like to do with HD instruction?

Now we have to decide:
1. What is it?
2. How do we get it started
3. Where does it belong, etc. - we see it being developed in the beginning through the Instruction of Human Affairs

III. What are you going to do to get there?

We see it beginning as a pilot program with limited members of groups combining a general orientation to our college philosophy, and to begin to develop behavioral objectives relevant to this type of course.
To begin our HD staff will paricipate with the faculty in a three day workshop with the University of Florida, working on a model relevant to HD instruction.

PARTICIPANTS' PLAN OF ACTION

NAME Perry Carter

COLLEGE Angelina College

ADDRESS P. O. Box 1768, Lufkin, Texas 75901

PHONE NUMBER 634-7744

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

As far as I am concerned it is non-existent. We do have an one-hour orientation course required of all students and a course called Psychology of Adjustment (with text and traditional methods but with some self-evaluation exercises)

II. What would you like to do with HD instruction?

I (as an instructor and program director) would very much like to see a full-fledged HD program. I can see this as filling an essential need in our community but especially helpful as a major part of the students' curriculum in Human Services (training for individuals going into helping professions - either paraprofessional or transfer student who will eventually become a professional.)

III. What are you going to do to get there?

Next year I will incorporate HD activities in Psychology of Adjustment and form a Behavioral Science Club where we will have group experiences within the club sponsorship. I will be the club advisor and group facilitator. At least, I hope to get the students to request such activities. I will work with the administration to add specific HD courses for the following year.

PARTICIPANTS' PLAN OF ACTION

NAME John C. Clem

COLLEGE New River Community College

ADDRESS Dublin, Virginai 24084

PHONE NUMBER 703-674-6479

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Very limited HD instruction as define by workshop consultants

II. What would you like to do with HD instruction?

Begin with a credit course (amount not yet determined) designed to facilitate ego building identity, (self concept kinds of thing) and goal development. The course would not be required. If members of existing staff are fully committed to such a course it would be planned and taught by them

III. What are you going to do to get there?

1. Student services staff decide go or no go
2. Petition curriculum committee and Dean of Instruction to get course sanctioned.
3. Provide workshop - Training experience for counseling staff
4. Arrange for facility, equipment, scheduling and other needs
5. Designate HD director and give full support.
6. Personally stay out of the actual work since the techniques and games turn me off

PARTICIPANTS' PLAN OF ACTION

NAME Elmo G. Marburger

COLLEGE Alvin Junior College

ADDRESS Alvin, Texas 77511

PHONE NUMBER 585-5311

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

In embryo stage. One course in Human Relations to be required of all occupational students beginning 1972-73. Learning Development lab set up in January 1972 to be expanded. Dean of Instruction very interested in HD although faculty traditionally oriented to production model.

II. What would you like to do with HD instruction?

Develop a course for all students involving instructional and student services personnel funded as a college credit course.

III. What are you going to do to get there?

1. Have a "conference committee" meeting in July to review HD at ATC. Committee member to include Dean of Instruction, Dean of Students, LR personnel, faculty and counselor.
2. Committe to:
   a. Be oriented on results of this conference
   b. Review and study HD at other college
   c. Make proposal by January 30th on particular needs in HD at AJC and recommendations for action (including ways and means of "legitimatizing" and funding HD course(s).

PARTICIPANTS' PLAN OF ACTION

NAME David R. Morphy

COLLEGE Mount Royal College

ADDRESS 1119 - 7th Ave. S. W. as of Sept. 10/72 - Lincoln Park Campus
Calgary, Alberta, Canada

PHONE NUMBER 266-4611

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We are not involved with HD courses for credit as presented at this workshop.
We are involved with students and faculty (both in & out of classrooms).

1. Life style planning
2. Encounter/sensitivity/ t-groups
3. Orientation to employment
4. career planning

II. What would you like to do with HD instruction?

1. Become involved in more formal implementation of the above
2. Establish priorities
3. Establish faculty involvement

III. What are you going to do to get there?

Help existing "ins" such as:

1. general education courses presently existing
2. faculty contacts presently established
3. develop workshops in areas mentioned in #1
4. implement a compulsory "orientation course" for credit involving many of the things mentioned in #1. This is an idea that has been generated at our college by our counselling center and has been presented and generally accepted (I think) by our instructional division

PARTICIPANTS' PLAN OF ACTION

NAME Terry G. Ludwig

COLLEGE Parkland College

ADDRESS #2 Main Street, Champaign, Illinois 61820

PHONE NUMBER 217-384-2251

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

We are beginning to offer group experiences on a non-credit basis as part of the curriculum. Orientation, leadership, personal growth, and vocational guidance.

II. What would you like to do with HD instruction?

1. Get involved. (I am as a researcher only now)
2. Expand HD to Human Faculty Development.
3. Develop all HD evaluative strategy suitable for a large variety of evaluating publics. (Public=same value constructs.)

III. What are you going to do to get there?

1&2. I am involved as a consultant to the biology staff which is seeking to bring an affective emphasis to their a-t system.

3. My dissertation

PARTICIPANTS' PLAN OF ACTION

NAME Marguerite Camp

COLLEGE Richland

ADDRESS

PHONE NUMBER 746-4406

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

J. Wesson described this earlier for El Centro. Richland will incorporate with developmental studies.

II. What would you like to do with HD instruction?

III. What are you going to do to get there?

From each class I learn do's and don't's -- but for that class only. The do's and don't's reverse themselves quite often in different classes -- sometimes the best thing I can do is get out of the way (as the teacher) and "let it happen".

PARTICIPANTS' PLAN OF ACTION

NAME Sallie Cowgill

COLLEGE College of the Mainland

ADDRESS 8100 Palmer Hwy.

PHONE NUMBER 938-1211

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

There is no formal structure. Counselor are working with some instructors to team-teach models emphasizing human relation in some courses. Students participate in "Growth Groups" on an extra curricular basis.

II. What would you like to do with HD instruction?

1. Offer the "Growth Groups" as both a course and extra curricular activity.
2. Move into the classrooms.
3. Offer seminars on various topics as marriage, family, career development etc. appealing to individual's various concerns

III. What are you going to do to get there?

1. Presenting course plan to curriculum committee
2. Reading documents and approaching instructors with ideas as they occur
3. Planning

PARTICIPANTS' PLAN OF ACTION

NAME Richard A. Leva

COLLEGE Genesee Community College

ADDRESS Batavia, New York

PHONE NUMBER 343-0055

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Basically one course. Flexible, designed for value clarification, goal setting, focus on strengths, interpersonal communication.

II. What would you like to do with HD instruction?

1. Extend focus into the community, e. g. the student and his relationship to the community in which he lives.
2. Evaluate present HD course

III. What are you going to do to get there?

EVALUATION

1. Develop course objectives
2. Focus on specifics
3. Present objectives to students - redevelop if necessary
4. Develop a technique to our video to measure objectives - include students in remeasurement

PARTICIPANTS' PLAN OF ACTION

NAME Jim McHolland

COLLEGE Kendall College

ADDRESS Evanston, Ill.

PHONE NUMBER 869-5240

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Human Potential Seminars, Personal Identity Groups, Success Groups, Vocational Practicums, Human Sexuality, Black-White Encounter Groups, Human Potential-Women's Perspective, Orientation-mini Groups

II. What would you like to do with HD instruction?

Increase Faculty Support Program Services
1. visitation to classes
2. feedback to and from faculty
3. practicum experience in HD

Offer group experience to every student who wants it.

III. What are you going to do to get there?

FACULTY SUPPORT:
1. Follow up on 5 present faculty contacts and initiate 5 additional by Nov. 1.
2. Offer Human Development Practicum for faculty and administrators during the fall semster
3. HD facilitators choose which 10 faculty they want to work with and go-do prior to Sept. 15th.

GROUP EXPERIENCE FOR ALL STUDENTS:
Recruit faculty and staff on nonpaid basis to offer evening and weekend experiences of various kinds. Offer at least 5 staff-faculty led groups

PARTICIPANTS' PLAN OF ACTION

NAME Sonia Mendoza

COLLEGE Eastfield College

ADDRESS 3737 Motley Mesquite, Texas

PHONE NUMBER 746-3106

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Personally, I teach a group in preparation for peer counseling. I am in the process of determining goals and spelling out objectives and activities.

II. What would you like to do with HD instruction?

1. Generally - permeate educational environment with human respect and sensitivity, i.e. ultimately a course in HD could be unnecessary.
2. Specifically - really meet people where they are at in the HD courses. What do they really want? Better, what do they need?
3. More specifically in my class - I would like to focus on what is right with us. How can we relate better to each other. I would like to build by expanding interest to others and their life situations. Concepts of helping, concepts in communication, experience in concrete situation - with teacher, counselor, agency in community or self-project.

III. What are you going to do to get there?

1. Generally - talk with HD people in my school
2. Talk with students - so that they can tell me where they are - what they need.
3. Determine program and evaluation
   a. consider existing program
   b. put together with teacher and student feedback and personal experience
   c. finalize goals and objectives
   d. determine some inputs
   e. select some evaluative procedures - personal statements
4. Jump in!

PARTICIPANTS' PLAN OF ACTION

NAME Jeanne Bolding

COLLEGE Mt. View College

ADDRESS 4849 W. Illinois, Dallas, Texas

PHONE NUMBER 746-4106

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

HD 105 - encounter
HD 106 - mixed up
HD 107 - leadership

psy 131 - Human Relationa for vocational-technical - with HD type activities

II. What would you like to do with HD instruction?

Evaluate - use video tape, weight and dress change, sentence completion, etc.
Coordinate - all HD 106 instructors set goals and priorities of the course
Implement - Moraine's concept of psy 100 in developing and teaching value systems

III. What are you going to do to get there?

September - implement process of students identifying their objectives and how to measure them

PARTICIPANTS' PLAN OF ACTION

NAME Larry Gilliam

COLLEGE McLennan Community College

ADDRESS 1400 College Drive, Waco, Texas

PHONE NUMBER AC 817 756-6551

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Program beginning 3rd year of existence. Developmental Studies is an insructional department with a department chairman and 3 full time instructors. Courses include personal/social development, developmental math, communications, developmental reading. Orientation courses are taught by counselors.

II. What would you like to do with HD instruction?

I resist the term "instruction" as it tends to limit modes of thinking; I would prefer to think of a larger concept, beginning with an evaluative diagnostic experiment to be required of all beginning students, with feedback to students and cooperative decision-making regarding areas in which each student will be exposed to developmental experiences, including personal/social, math, English, physical health and maybe others. Collaborative goal-setting may not be limited to credit course work. Follow up is important component.

III. What are you going to do to get there?

1. Attending this conference to broaden perspective and form some concepts.
2. Communicating at depth with other appropriate college personnel, including HD faculty and administrators, to determine both the concept which seems affective and reasonable in terms of student benefit, and to explore ways in which such a program might most effectively fit into our institution.
3. Consulting with resource persons, reacting to proposals, and making appropriate specific recommendations which seem to be realistic, including means for evaluation
4. In answer to your last question, I propose these things both because they need to be done, and because I personally prefer this approach.

PARTICIPANTS' PLAN OF ACTION

NAME Mimi Bernstein

COLLEGE Florida Junior College at Jacksonville

ADDRESS Cumberland Campus, Jacksonville, Fla. 32205

PHONE NUMBER 389-1321

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

A course (3 credits) taught by counselors with the emphasis on the person, his environment and the relationship between the two. Groups are run in conjunction with the course. Workshops for faculty development to increase their awareness of the importance of HD in the classroom.

II. What would you like to do with HD instruction?

Create more courses dealing in specific areas (race, leadership,women). Enlist more faculty supports and give more support to faculty. Expand more into occupational areas. Get more feedback on what the results of HD instruction are (from students, faculty, community) ultimately - make HD instruction synonomous with instruction.

III. What are you going to do to get there?

Work with other counselors and faculty - share these HD workshop ideas. Share my classes with faculty. In hopes they will do the same. Work with students to develop their decision making potential. Talk to the department chairmen in occupational education about "human development" being a part of their programs too. Take one step at a time! Contact former HD students - find out where they are now

PARTICIPANTS' PLAN OF ACTION

NAME Roger A. Melkus

COLLEGE Mountain View College

ADDRESS 4849 W. Illinois, Dallas, Texas 75211

PHONE NUMBER 746-4106

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

I currently teach a course entitled Personal and Social Growth. Enrollment is voluntary, however, students on scholastice probation have been encouraged to take the course.

II. What would you like to do with HD instruction?

I plan to continue the course and am basically satisfied with the overall objectives and results. I am frustrated by the expanse of things that we never get to so I feel a need to assess better what happens during the experiences and after the course and find a better way to set priorities.

III. What are you going to do to get there?

1. Survery input from this workshop in terms of perameters, possible for this type of course , e. g. set general priorities such as values, communication, relationships.
2. Put my own specific objectives in concrete terms
3. Incorporate three different types of evaluation procedures in relation to certain of these objectives

PARTICIPANTS' PLAN OF ACTION

NAME Francis L. Andreen, Jr.

COLLEGE Orange Coast College

ADDRESS 2701 Fairview Rd. Costa Mesa, Calif. 92626

PHONE NUMBER 714-834-5764

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

A portion fo psy 100 is HD oriented
Psy 110 fully HD oriented
Psy 120 primarily HD oriented
Psy 125 fully HD oriented

II. What would you like to do with HD instruction?

Be able to objectively and hopefully quantitatively measure the results of the instructional program

III. What are you going to do to get there?

We have been meeting and have set up a series of behaviorally oriented statements that we believe in the concensus of our thoughts as to what we can expect from the courses. We are going to attempt some measurement of how may students meet these objectives and then hopefully re-appraise our objectives in the light of cold reality.

PARTICIPANTS' PLAN OF ACTION

NAME George P. Pilkey

COLLEGE Fulton Montgomery Community College

ADDRESS Johnstown, N. Y.

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

Described in speech and write-up

II. What would you like to do with HD instruction?

1. Expand teacher-counselor team efforts, particularly in our General Education Program
2. Establish Human Services Curriculum
3. Move toward some "hard" evaluation of our HD courses

III. What are you going to do to get there?

1. Schedule General Education workshop to precede opening of college in Sept.
2. Meet with the President and Psychologist from local clinic to discuss Human Services Curriculum
3. Decide on evaluation instrument and order it(P.O.I., Tennessee self-concept)

PARTICIPANTS' PLAN OF ACTION

NAME Pauline Price

COLLEGE College of the Mainland

ADDRESS 8001 Palmer Hwy., Texas City 75790

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

II. What would you like to do with HD instruction?

Am responsible for developing career planning courses -- orientation to medical, legal, technical and clerical/secretarial careers -- for fall semester. Plan in these 6-week, one hour credit, courses to work with two of our college counselors for HD part of instruction. Their activities will involve self-evaluation fits into career choice, and a goal setting or planning after self and career requirements appraisal.

III. What are you going to do to get there?

PARTICIPANTS' PLAN OF ACTION

NAME Jessie S. Alexander

COLLEGE Cuyahoga Community College

ADDRESS 7300 York Road: Parma, Ohio 44134

PHONE NUMBER 845-4000

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

There is no HD program persently on my campus.

II. What would you like to do with HD instruction?

The first and main thing is to initiate an HD program into our curriculum for credit.
Once it is intiated up objectives that will be most beneficial to each student enrolled into the program.
Allow each individual to actively participate as each sees fit

III. What are you going to do to get there?

Organize the program to best suit the situation in which I am involved
Closely view the ideas (in which there were many excellent ones) presented in the workshop and try to benefit from each.
Try to avoid setting objectives and goals too high
Allow students to participate in setting goals
Take what we have at this point, as far as interest is concerned, and go from there

PARTICIPANTS' PLAN OF ACTION

NAME Annie Edwards

COLLEGE Mt. View

ADDRESS 4849 West Illinois

PHONE NUMBER _____

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

II. What would you like to do with HD instruction?

1. See it required for our incoming freshmen
2. Define techniques so as to have continuity in HD instruction

III. What are you going to do to get there?

PARTICIPANTS' PLAN OF ACTION

NAME Fred D. Henry

COLLEGE Galveston College

ADDRESS 4015 Ave Q

PHONE NUMBER 763-6551

Please try to limit comments to one page!

I. Where are you now? (Describe briefly the HD instructional program on your campus.)

I am now in the process of planning the instructional program.

II. What would you like to do with HD instruction?

I would like to develop the course to the extent that it would help the student both mentally and physically in his efforts in his other classes and at home.

III. What are you going to do to get there?

Try to find the best means of instruction.

A P P E N D I X F I V E

PARTICIPANTS' EVALUATION

Human Development Instruction
Executive Inn, Dallas, Texas
June 27-29, 1972

PARTICIPANTS' EVALUATION

INDICATE THE DEGREE TO WHICH YOU FEEL THE WORKSHOP GOALS WERE MET BY CIRCLING THE APPROPRIATE NUMBER.

	GOALS	Very Well				Not At All
1.	To facilitate the sharing of ideas and concerns about human development instructional programs between student personnel and technical/occupational educators.	1	2	3	4	5
2.	To acquaint the participants with the types and scope of existing human development courses.	1	2	3	4	5
3.	To provide participants with operational details about five specific human development programs.	1	2	3	4	5
4.	To illustrate through example and discussion that human development courses are significant ways to meet student personnel objectives and can be integrated into technical/occupational curricula.	1	2	3	4	5
5.	To encourage each participant to prepare ways in which he will initiate, expand or evaluate a human development curriculum on his own campus.	1	2	3	4	5
6.	To acquaint participants with the questions regarding management of a human development curriculum and possible alternate solutions.	1	2	3	4	5

Suggestions for improvement:

Would you attend a training workshop designed to increase skills necessary for human development instruction?

PARTICIPANTS EVALUATION

Per cent may not equal number of questions because of the lack of response to certain questions and may equal more than 100% because of rounding procedures. The rating scale is from 1 to 5; 1 being "very well" and 5 being "not at all".

GOALS	PERCENTAGE
I. To facilitate the sharing of ideas and concerns about human development instructional programs between student personnel and technical/occupational educators.	1. 21.42% 2. 33.92% 3. 26.76% 4. 12.50% 5. 5.30%
II. To acquaint the participants with the types and scope of existing human development courses.	1. 51.80% 2. 42.84% 3. 5.35% 4. 0.00% 5. 0.00%
III. To provide participants with operational details about five specific human development programs.	1. 39.30% 2. 42.84% 3. 16.06% 4. 1.80% 5. 0.00%
IV. To illustrate through example and discussion that human development courses are significant ways to meet student personnel objectives and can be integrated into technical/occupational curricula.	1. 26.76% 2. 42.76% 3. 24.42% 4. 5.27% 5. 1.78%
V. To encourage each participant to prepare ways in which he will initiate, expand or evaluate a human development curriculum on his own campus.	1. 42.84% 2. 42.84% 3. 14.30% 4. 0.00% 5. 0.00%
VI. To acquaint participants with the questions regarding management of a human development curriculum and possible alternate solutions.	1. 27.36% 2. 49.40% 3. 14.30% 4. 5.35% 5. 1.78%

PARTICIPANT EVALUATION

Suggestions for improvement:

1. Practical examples for implementing Human Development through role-playing, etc.; include personal unfoldment in the beginning general session. Discourage vulgarity on parts of speakers . . . try to conform and be impressive.

2. If occupational programs are to be a part of the program, maybe we should get some here to talk with.

3. Great job- one of the most practical, relevent and product workshops which I have ever attended.

4. So called experts were not available during "freetime." If you didn't get what you came for in formal presentations you couldn't get it afterwards.

5. Follow up on goals we set.

6. Written copies of presentations of models (like Pilkey's) would be very helpful down the road.

7. Allow the opportunity to view a program in action and allow student participants to give reactions during the workshop.

8. Somehow make consulting staff more an integral part of program. Use them with small groups as resource people.

9. Would like to hear more from Jimmy James.

10. Would like to hear more from Tal Mullis.

11. Be sure to follow up by checking to see how successful people were in obtaining their written goals.

12. A very good overall experience. The small group activities were not as valuable as they could have been, perhaps because of too much lack of structuring, but am not sure of this.

13. More emphasis on "common concepts" or definitions in early phases of conference would produce more sequential enfoldment as conference progresses.

14. Change of facilities-i.e., noise level; a bedroom is for whatever but not too conducive to discussion. More active participating by whole groups in discussion.

15. This is the very best H.D. workshop or conference that I have ever attended.

Suggestions for improvement
Participation Evaluation

16. Too much information without opportunity for questions. Perhaps a reaction panel or open forum following the presentation would provide this opportunity.

17. Chance for questioning speakers.

18. More concrete input on what human development is and how it can be pursued and implemented through (a) student personnel work, (b) instruction, (c) community services. More time for participants to share ideas.

19. More of the same.

20. Opportunities for audience reaction immediately following presentations.

21. Well, I feel we needed more time to explore details of existing programs and time for planning our own plan of action.

22. Alternate facilitators so as to include consultants from other areas.

23. To get larger rooms or smaller groups for meetings.

24. This was one of the best workshops I've ever attended.

25. Examples of panel discussion of various methods in action.

26. Short panel-discussion between proponents of different H.D. approaches followed by participation.

27. The first day was very dull. The opportunities for meeting and talking with participants on a social basis were very limited for people who do not enjoy heavy drinking.

28. Questions period after each speaker for immediate feedback.

29. Provide greater opportunity to talk with persons outside our own groups during workshop time other than evening hours.

30. Meetings were interesting and well conducted. Felt that the hotel was terrible. Noise level high and the room was hot and alleged air conditioning poor and noisy.

31. Get tech/vocational people to conference.

32. More opportunity to interact with the presentors. Wednesday morning for me was the key to the workshop and I felt more time was needed to assemilate all of the material. An annual workshop of this nature could be well worthwhile.

Suggestions for improvement
Participation Evaluation

33. Pass out a list of participants with identification by college, program responsibility, etc., the first day even if incomplete in order to aid individuals in meeting people from other colleges to discuss mutual problems, programs, etc.

34. Use consultants as facilitators of special interest groups. More consultation in small groups rather than lengthy general sessions.

35. My small group director didn't focus on anything in depth. Thought that the group leader could have found out everyone's goals right away and started working on them.

36. Involvement of tech./occupational personnel is inadequate. Also, colleges should send either decision makers or persons who have an influence on decision making.

37. We need to take a hard look at the basic assumption that the techniques, philosophy, and processes being used and advocated as having a humanizing effect on education, does, in fact have that effect. All during the workshop speakers gave lip service to this aspect of human development and suggested that it is possible to prove the usefulness of what is being done. However, not substantive suggestions were made about how to do it. It was significant that the participants' plan of action form asked the questions:

1. Where are you in H.D. instruction?
2. What would you like to do?
3. What are you going to do to get there?

And then there was a rather profound, glaring absence of the question "How are you going to know when-and whether or not you got where you wanted to go?"

Obviously, this is a key aspect of my commitment to expanding our H.D. offerings and/or program. It is my impression that some of the assumptions regarding H.D. programs need to be examined and evaluated. It is unfortunate that so many hundred people are joining so enthusiastically the "Humanistic" ranks without examining the basic premise.

I did come to this workshop because I am sympathetic to this point of view and see the possibility that this perspective can be a valuable, useful tool in humanizing education. My frame of reference dictates, however, that some kind of plotting and evaluations of the course of action, assumptions, techniques, philosophies, etc., needs to be accomplished. Who knows, it is possible that large segments of currently developing H.D. programs may well prove to be useless or even

harmful. Should that be the case, we are obligated to examine the possibility and avoid those weaknesses that we can reasonably identify just as soon as possible. Please receive these as constructive suggestions and not as criticisms.

PARTICIPANTS EVALUATION

Would you attend a training workshop designed to increase skills necessary for human development instruction?

1. Probably not-more because of distance than any other reason.
2. Yes-32 answered this way.
3. No-4 answered this way.
4. Not if the same format is followed.
5. Probably-would depend on what specifically was offered.
6. A tremendous idea! I would attend.
7. This is exactly what myself and others need.
8. Very worthwhile experience.
9. Yes-but only if it is more specific.
10. It would depend upon who conducted it.
11. Not here-lousy location.
12. I feel a real need for this type workshop.